DOCUMENT RESUME

ED 060 145 UD 012 122

AUTHOR Murray, Kay C.
TITLE Evaluation of In-Service "Curriculum Materials for Intergroup Relations: Language Arts."
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research.
PUB DATE Dec 68
NOTE 81p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Curriculum Development; *Curriculum Evaluation; Educational Television; Ethnic Studies; Information Dissemination; *Inservice Courses; Inservice Programs; *Instructional Materials; *Intergroup Relations; Language Arts; Program Evaluation; Race Relations; Teaching Techniques; *Television Curriculum
IDENTIFIERS New York City

ABSTRACT

The Human Relations Unit, in cooperation with the Bureau of Radio and Television, WNYE-TV, televised a teacher training workshop series. The overall aim of the course was to bring to the attention of the teacher the rich and relatively untouched resources to be found in the literature of minority groups of the United States. The course was designed to: (1) analyze language arts materials in order to acquaint teachers with the poetry, drama, and literature written by and about ethnic and minority groups; (2) explore the ways in which such materials can be used to promote better intergroup understanding and relationships; and, (3) illustrate techniques for presenting such materials to students. During the spring of 1968 an evaluation was conducted, the primary purposes of which were to measure the amount of information which teachers acquired from the course, and to determine the extent to which these teachers were able to utilize the techniques for communicating this content in the classroom. (Author/JM)

ED 060145

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Bernard E. Donovan, Superintendent of Schools

OFFICE OF EDUCATIONAL RESEARCH
J. Wayne Wrightstone, Assistant Superintendent

EVALUATION OF IN-SERVICE COURSE "CURRICULUM MATERIALS FOR INTERGROUP RELATIONS: LANGUAGE ARTS"

Prepared by
KAY C. MURRAY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

BUREAU OF EDUCATIONAL RESEARCH
Samuel D. McClelland, Acting Director
George Forlano, Assistant Administrative Director

P.N. 22-617

December 1968

UD 012122

Table of Contents

		Page
I.	Introduction	1
II.	Objectives of the Evaluation	4
III.	Research Design and Procedures	4
	A. Instruments	4
	Information Inventory	4
	Classroom Interaction Record	5
	Application for TV In-Service Workshop Course	6
	Teachers Evaluation Forms	6
	Instructors Evaluation Form	7
	B. Selection of Samples	7
	C. Procedure for Evaluation of the Instructional Process	8
	D. Workshop Visits	11
IV.	Findings	12
	A. Description of Instructors	12
	B. Results of the Information Inventory	14
	C. Analysis of Classroom Interaction Record	19
	D. Teachers' Reactions to the Classroom Visits	23
	E. Teachers' Reactions to the Course	23
	F. Instructors' Reactions to the Course	27
V.	Discussion and Conclusions	32
VI.	Summary and Recommendations	38
VII.	Appendices	40

I. INTRODUCTION

"Curriculum Materials for Intergroup Relations: Language Arts" was a televised teacher training workshop series developed by the Human Relations Unit in cooperation with the Bureau of Radio and Television, WNYE-TV, Channel 25. At the request of the Assistant Superintendent for Integration and Human Relations, a research assistant from the Bureau of Educational Research met during December 1967 and January 1968 with personnel from other bureaus[1] responsible for planning the course to develop a design for its evaluation. The evaluation was planned to determine the extent to which the objectives of the course were achieved.

The overall aim of the course was to bring to the attention of the teacher the rich and relatively untouched resources to be found in the literature of minority groups in the United States. More specifically the course was designed to:

1. Analyze language arts materials in order to acquaint teachers with the poetry, drama, and literature written by and about ethnic and minority groups,
2. Explore the ways in which such materials can be used to promote better intergroup understanding and relationships, and
3. Illustrate techniques for presenting such materials to students.

The course was given on Wednesdays from 3:30 to 5:10 P.M. during the spring semester of 1968 in four locations in each of the approximately thirty school districts. Table 1 lists the location of workshops and enrollments by school district.

---

[1]The following persons regularly attended planning sessions for the course: Frederick H. Williams, Assistant Superintendent, Office of Integration and Human Relations; Renee J. Fulton, Director, Bureau of In-Service Training; Rufus B. Shorter, Assistant Administrative Director, Human Relations Unit; Joan Johnson, Coordinator of Radio and Television and telecast moderator.

Table 1

Location of Workshops for TV In-Service Course
"Curriculum Materials for Intergroup Relations: Language Arts"

District	Number of Workshops at each Level			TOTAL	
	P.S.	I.S. or J.H.S.	S.H.S.	Work-shop	Enroll-ment
1	4			4	112
2	3		1	4	98
3	3			3	65
4	3	1		4	96
5	2	1		3	66
6	3		1	4	126
7	3	2		5	148
8	2	2		4	150
9	4			4	139
10	2	1	1	4	135
11	3		1	4	124
12	4		1	5	121
13	4		1	5	132
14	2	2	2	6	159
15	2	1	1	4	112
16	2	2		4	115
17	2	2		4	109
18	2	2		4	130
19	3	2	2	7	221
20	3		1	4	109
21	4		1	5	133
22	1	2	1	4	146
23	1	1	2	4	154
24	4			4	119
25	3	1	2	6	175
26	1	2	2	5	134
27	3	1		4	114
28	2	2		4	122
29	3	1	2	6	199
30	4			4	119
33(17A)	1			1	30
TOTAL	83	28	22	133	3912

The first session was devoted to the basic aims and organization of the course. The first one-half hour of each of the other fourteen sessions consisted of a telecast concerned with one of the following topics: poetry, English as a second language, the short story, stereotypes in literature, critical listening, semantics and human relations, nonstandard dialect, creative writing, expressional writing, literature of protest, African literature, curriculum materials, drama and role-playing, and early childhood education. (A list of topics and brief description of telecasts appear on pages 2 and 3 of the Evaluation Forms, in the Appendix).[2]

These topics were explored by means of demonstrations, demonstration lessons, panel discussions, storytelling and other devices. Following the telecast the workshop instructors led teachers enrolled in the course in a discussion of the topic. To enable teachers to prepare for each session in advance, guidelines, questions and a brief description of the telecast were made available weekly.

The workshop leaders were chosen by District Superintendents. An orientation session for the leaders, which was held on February 3, helped train them and persons from the Human Relations Unit who were responsible for assisting with the course evaluation. The session included a description of the goals and objectives of the course and an overview of the telecasts, including the previewing of one tape followed by a demonstration workshop in which all instructors had an opportunity to participate. The Bureau of Educational Research research assistant who planned the evaluation prepared a description of it which was discussed with the group. The instructors are discussed in greater detail in the section entitled "Description of Instructors."

[2]Samples of all instruments and forms and responses to questionnaires are appended to the report.

II. OBJECTIVES OF THE EVALUATION

The consensus of the professional staff who designed the course was that the evaluation should be based on its two focal points: the specific body of content about literature written by and about minority groups and the process whereby this content is communicated in the classroom. The objectives of the evaluation were to:

1. Measure the amount of information which teachers enrolled in the course acquired from the telecasts, workshops and course materials (evaluation of content),
2. Determine the extent to which these teachers were able to utilize the techniques for communicating this content in the classroom (evaluation of process),
3. Describe the background of course instructors,
4. Obtain teachers' reactions to the course, and
5. Obtain instructors' reactions to the course.

III. RESEARCH DESIGN AND PROCEDURES

A. Instruments

In order to evaluate the course objectives, five instruments were used: Information Inventory, Classroom Interaction Record, Application for TV In-Service Workshop Course, Teachers Evaluation Forms and Instructors Evaluation Form.

Information Inventory

The Information Inventory is an end-of-course examination designed to determine the amount and type of information acquired from the course (Objective #1). It was mailed to a sample of teachers after the completion

of the course. It consists of 20 multiple-choice and matching items based on:

1. The content of telecasts,
2. Material recommended for reading and questions for consideration prepared by the Human Relations Staff, and
3. Questions suggested by workshop instructors.

Classroom Interaction Record

An instrument was needed which could be used by personnel from the Human Relations Unit to record the process of instruction when visiting regular classroom lessons devoted to aspects of the English curriculum in which human relations material was relevant. The Classroom Interaction Record was constructed for this purpose. It contains space for the Recorder to indicate his name, the teacher's code number, school, location, grade and date of lesson, and which of three visits to the teacher is being described and rated. Recorders also indicated the type of lesson which was taught: literature, composition or speech. There was provision for the Recorder to describe the lesson, its aim and the extent to which it was achieved, its motivation, and the extent to which five characteristics were displayed in the classroom lessons. These characteristics dealt with the history of minority groups and minority group relations, the relation of human relations content to the students own experiences, expressions of intergroup attitude, treatment of literary characters, and the treatment of nonstandard dialect. These five characteristics were chosen because it was felt they covered the types of observable behavior which were most relevant to themajority of lessons with human relations content.

At a training session for Recorders held February 27, a preliminary form of the instrument and its use were discussed, with suggested revisions noted.

Application for TV In-Service Workshop Course

It is customary for the Director of In-Service Training to request biographical information from instructors on the Application for TV In-Service Workshop Course form. In December or January these forms were made available to district offices where they were distributed to prospective instructors who mailed the completed forms to the Bureau of In-Service Training. The Application requested information concerning teaching experience, present professional assignment, academic degrees, and in-service courses previously taught. Due to the completeness of the Application, it was not necessary to design a special instrument to describe the instructors and thereby satisfy Objective #3.

Teachers Evaluation Forms

To evaluate the fourth objective, teachers' reactions, two forms were devised. On June 14 the Teachers Evaluation Form was mailed together with the Information Inventory to a sample of 370 teachers enrolled in the course. The form asked precoded and open-end questions concerning all aspects of the course: its objectives, the telecasts, workshop assignments, and relevance of the course to the participants. Suggestions were solicited and provisions made for an overall evaluation. Respondents who had viewed at least one-half of the telecasts were also requested to indicate which two telecasts they considered best and which two poorest.

The other form which provided for teacher reactions was mailed on the same date to the 12 teachers who participated in the evaluation of the in-

instructional process. This brief form asked whether these lessons required additional preparation by the teacher and whether they were ones ordinarily taught. Respondents were also asked if they would be willing to participate in this type of project again and were encouraged to make additional comments and indicate their overall reactions.

Instructors Evaluation Form

A form, similar to that designed to elicit teachers' reactions to the course, was mailed to the homes of each of the 133 instructors who taught the in-service course. In addition to containing most of the questions asked of teachers, the Instructors Evaluation Form requested information about preparation as a workshop leader, the weekly worksheet and workshop activities. These forms, mailed June 10, were used to evaluate objective #5.

B. Selection of Samples

On February 8 each course instructor was mailed an enrollment list on which all teachers enrolled in the course supplied information: name, home address, number of years taught and description of present teaching assignment. Most forms were completed during the first or second workshop sessions (Feb. 14 or 21), after the instructors had described the evaluation plan for the course. These enrollment lists served as the source of names and addresses for all samples in the study.

Specific rationale was used to select the sample for the evaluation of the instructional process (the classroom visits). Since the course was concerned with the language arts curriculum, the most appropriate classes for the application of process were those in which language arts was taught. Due to the very young child's lack of sophistication and difficulty in dealing with abstract concepts, teachers of levels below grade four were excluded from the

sample. In addition, it was felt that teachers who were relatively new to teaching should be excluded, and only those with four or more years of teaching experience were selected. There were 540 teachers who met the subject matter, grade level and experience requirements for the process sample.

During March teachers in the sample were mailed a memorandum which explained the evaluation and requested their cooperation. Twelve teachers agreed to participate. Table 2 gives their school district, grade and number of years of teaching experience.

The enrollment lists also served as the source of names and addresses of the sample for the evaluation of content and the reactions to the course. Approximately three names were chosen at random from each of the 124 completed lists, for a total sample of 370 or 9.5 per cent of the final enrollment of 3912.[3]

The sample for the Instructors Evaluation Form was the total population of 133 instructors. Reactions from the 14 co-instructors were not solicited.

Table 3 presents figures on sample sizes and administration dates.

C. Procedure for Evaluation of the Instructional Process

There were 12 teachers who indicated on a return postcard that they were willing to participate in the evaluation of the process of instruction by having a member of the Human Relations staff visit their classroom. As each postcard was received, the School Community Coordinator who had agreed to serve as Recorder in the district was given the necessary information and reminded of his responsibility to make arrangements with the teacher for the

[3]Final enrollment was approximately 3912. The samples had to be selected prior to receipt of accurate and final figures. Due to underestimation of enrollment, the actual sample for the Information Inventory and Teachers Evaluation Form was a smaller percentage of the total than the 10 per cent originally planned.

Table 2

Classroom Visits for Evaluation of the Instructional Process

School Dist.	Grade Visited	No. of Yrs. Tchr. Taught	First Visit		Second Visit		Third Visit		Approx. No. of Wks. Between Visits**	
			Date	Type of Lesson*	Date	Type of Lesson	Date	Type of Lesson	1st & 2nd	2nd & 3rd
4	8	10	4/30	L	5/8	C	5/15	S	1	1
13	5	13	4/24	S	5/1	L	5/21	S	1	3
18	6	9½	3/29	L	4/25	S	5/10	L	3	2
18	6	7	4/30	S	5/7	C	5/13	L	1	1
20	4	4	5/1	S	5/15	L	6/21	S	2	5
21	4	15	5/6	L	5/13	L	6/11	C	1	4
22	10	4½	5/8	L	5/15	S	5/22	S	1	1
24	9	12	4/10	L	4/29	C	5/10	S	2	2
24	10	4	5/17	L	5/24	C	6/11	S	1	2½
26	11	7	3/22	L	5/17	L	5/27	L	7	1½
29	8	6	3/28	L	5/9	C	5/24	L	5	2
29	5	13	3/29	S	5/17	C	5/24	S	6	1

*L=Literature, S=Speech, C=Composition

**Excluding week of spring recess

Table 3

Sample Sizes and Administration Dates

Instrument or Technique	Sample Size	Number Responding	% Responding of Sample	% Responding of Enrollment*	Administration Date
Information Inventory	370	121	32.7%	3.0%	Mailed 6/14
Classroom Visits	540	12	2.2%	.3%	from 3/22 - 6/21
Teachers Evaluation Form	370	125	33.8%	3.2%	Mailed 6/14
Teachers' Reaction to classroom visits	12	7	58.3%	.2%	Mailed 6/14
Instructors Evaluation Form	133	90	67.7%	-	Mailed 6/10

*See footnote, page 8

three visits. The teacher's principal was then notified of the evaluation, of its approval by the Executive Deputy Superintendent and the district superintendent, and of the name of the participating teacher in his school and the Recorder who would be making the visits. The first of the 36 visits (three visits to each of 12 participants) was made on March 22; the last was completed 13 weeks later on June 21. Although the original intention was for the three visits to each teacher to be evenly spaced throughout the term, problems of scheduling and program planning required that in some cases two visits to a teacher were no more than one week apart. Table 2 indicates how frequently visits were made and the types of language arts lessons conducted. In no case were two visits made more frequently than one week apart, exclusive of the spring recess. After all visits had been completed, letters of appreciation were sent to participating teachers and Recorders.

After each visit the Recorders returned the completed Classroom Interaction Record to the Bureau of Educational Research. This procedure was established to ensure that the Record was completed as soon as possible and to minimize the "halo effect" which might have resulted if the Records for all three visits to a teacher had been completed at one time.

D. Workshop Visits

To familiarize herself with the actual content of the discussions and the variety of immediate reactions to the telecasts, the Bureau of Educational Research staff member assigned to the project visited, on an informal basis, 14 of the 15 workshop sessions. She attempted to distribute these visits over as many different types of centers as possible. Four each were made in Brooklyn and Queens -- the boroughs in which the largest number of workshops was conducted, and three each were made in Manhattan and the Bronx. Each visit was to a

different school district. Nine were elementary schools, three were junior high or intermediate schools, and two were high schools. The workshops were led by a principal, an assistant principal, a chairman of a high school English department, four school community coordinators, and seven classroom teachers. It appeared that most of the teachers enrolled at a workshop center either were teachers at that school or in nearby schools.

The ethnic composition of the students in schools where these fourteen workshop centers were located ranged from 92.5% "Other" (i.e., predominately white) to 0% "Other" (totally Negro and Puerto Rican). No attempt was made to determine whether these fourteen workshops were representative in any way of the total 133.

IV. FINDINGS

A. Description of Instructors

The data on instructors are based on information supplied on forms completed by personnel when they applied for assignment as workshop leaders. Completed application forms were available for 123 or 92 per cent of the 133 instructors and all of the 14 co-instructors. In order to distinguish between the total group of instructors and those for whom data were available, the latter group are referred to as "instructor respondents". An item by item summary of the information supplied by instructor respondents is presented in Appendix F.

Approximately one-half of the instructors and co-instructors who completed application forms indicated they held an Early Childhood or Common Branches teaching license. One-third of the total group had either of these as their most recent, and usually as their only, license. Since language arts was the curriculum area with which the course was most directly concerned, it is interesting to note that only 32 or 23 per cent of the respondents were licensed to teach neither Common Branches nor English, and three of these instructors were presently assigned as School Community Coordinators. Five of the instructor respondents indicated that their most recent license was as

a principal, 16 as assistant principal.

The majority of the professional staff of the New York City school system have current assignments which are the same as their most recent teaching license. One exception is the School Community Coordinator, for which there is as yet no license. This category and ones similar to it[4] include regularly licensed teachers with special training and capabilities who work with parent and community groups and engage in teacher training. Twenty-three per cent of the respondents listed titles in this area as their current professional assignment. Many of the persons so assigned were licensed as common branches teachers.

The number of workshop sections on Staten Island was too small to permit statistical analysis. In the other boroughs percentages did not deviate greatly from those for the group as a whole. There were some noteworthy exceptions, however. Although one half of the total group was most recently licensed in some capacity on the elementary level (including Early Childhood) and one quarter on the junior high school level, in Manhattan 69 per cent were licensed as elementary school teachers and 9 per cent in junior high school subjects. This preponderance of elementary school teachers was not found in other boroughs.

Approximately two-thirds of the total group had earned a master's degree and another 4 per cent (5 instructors) had earned doctorates. Approximately eighty per cent of the respondents in Manhattan and Queens listed post graduate

---

[4]Other titles which involve similar types of responsibilities are Human Relations Coordinator, Community Relations Assistant and Community Relations Coordinator.

degrees.

Fifty-five per cent of the instructor respondents indicated they had previously taught an in-service course. Brooklyn workshops were conducted by instructors almost two-thirds of whom had no prior experience. In Queens about 30 per cent were inexperienced as in-service teachers.

B. Results of the Information Inventory

The Information Inventory was mailed together with the Teachers Evaluation Form to the home address of 370 teachers enrolled in the course. Completed Inventories were received from 121 or 33 per cent of the teachers. Replies were anonymous.

The Inventories were scored with a key based on the judgment of the research assistant and personnel from the Human Relations Unit. The possible range of scores was from 0 (no items correct) to 20 (no errors). Table 4 contains the frequency distribution of scores obtained by the respondents, which is presented graphically in Figure 1. The scores ranged from 8 to 19, with a mean of 13.6 and a standard deviation of 2.66. The median was 13.8. Based on these measures it was decided to assign a rating of Excellent to scores of 17 or better, Good to scores 12 through 16, and Fair to scores 11 and below.

The validity of an end of course examination, such as the Information Inventory, is most adequately established by examining the content of the items and judging the degree to which they correspond to the content and objectives of the course. The Inventory items were based primarily on the content of the telecasts and on material prepared by the Human Relations Unit for workshop discussion. In addition, the personnel who planned the course reviewed each item prior to its inclusion in the Inventory. For these reasons, the Inventory

Table 4

Distribution of Scores and Ratings on the 20-item Information Inventory for 121 Teacher Respondents

Score	Frequency	Ratings
19	3	Excellent
18	2	Excellent
17	9	Excellent
16	19	Good
15	15	Good
14	17	Good
13	17	Good
12	13	Good
11	8	Fair
10	7	Fair
9	5	Fair
8	6	Fair
Total	121	

Mean = 13.56; Standard deviation = 2.66

Median = 13.76; Range = 8-19

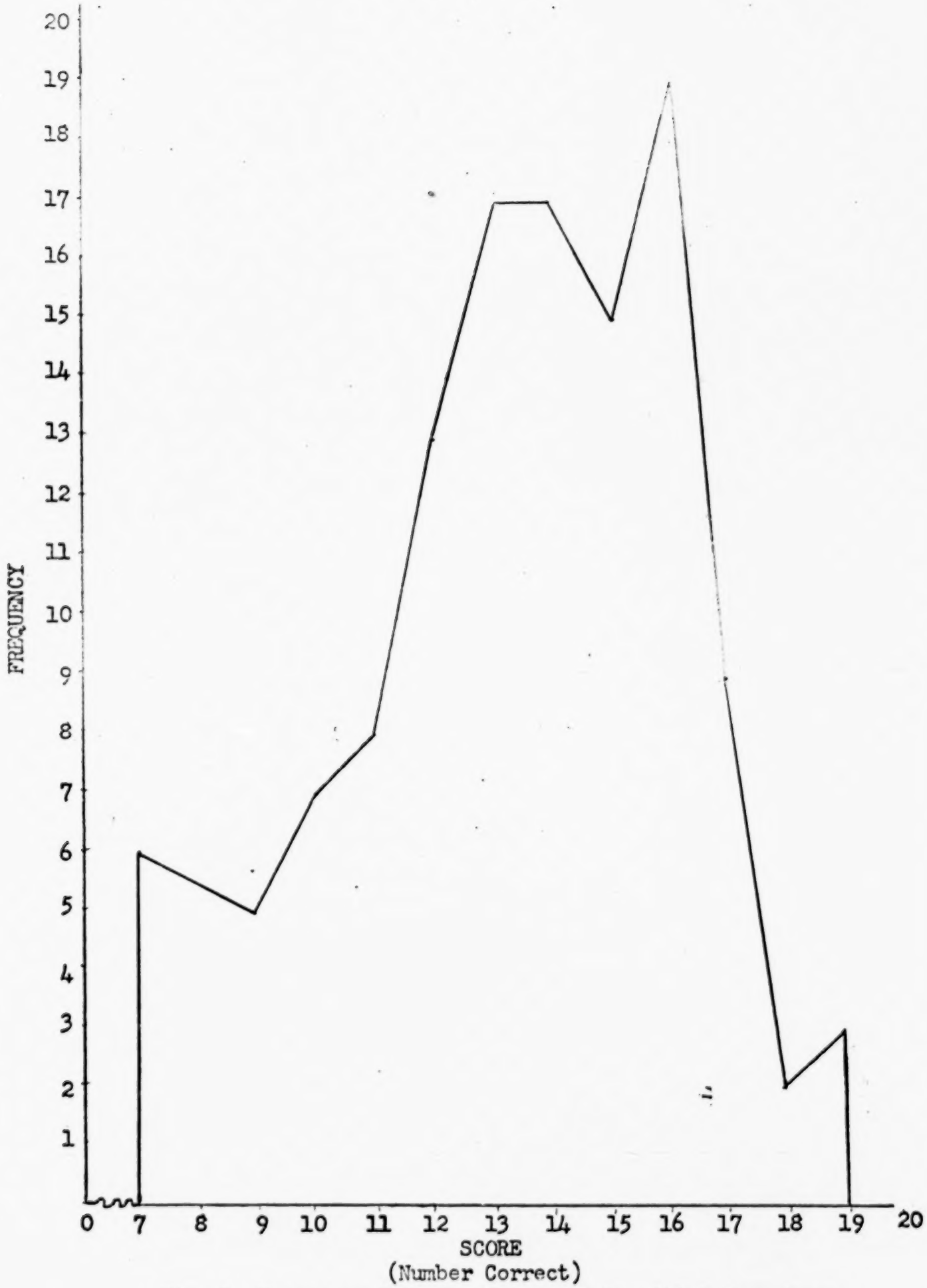


Fig. 1 Frequency Polygon for the Information Inventory

was considered valid for the purpose for which it was used.

As further study of the Inventory, an item analysis was undertaken. Two indices were computed for each item: one reflects the precision with which the item discriminates between respondents who perform well on the total test and those who perform poorly, and 2) the other reflects the difficulty level of the item for the group tested. Table 5 lists the discrimination index and the difficulty index for each item on the Information Inventory.

The discrimination index[5] was determined for each item by comparing the success on the item of teachers who scored best and those who scored poorest on the total test. The greater the relationship between performance on the item and performance on the test, the larger is the discrimination index. For example, on item #19, which had the highest discrimination index, .79, 91 per cent of the teachers who scored highest on the total test passed the item, whereas only 9 per cent of the teachers who scored lowest on the test passed the item. Ten items had a discrimination index of .49 or better. Only four of the twenty items had coefficients less than .25.

The difficulty index of an item is the percentage of the total group tested who passed the item. For an achievement test, such as the Information Inventory, item difficulties which range from 50 per cent to 75 per cent are considered acceptable. The average of the item difficulties for the twenty Inventory items is 68 per cent, with the range from 29 per cent to 92 per cent. Three items were failed by more than 50 per cent of the respondents. Only two of the twenty items were both poor discriminators and unacceptable in terms of difficulty: item #4 which was too difficult and item #16 which was too easy.

[5]The techniques used to evaluate items are described in detail in Personnel Selection: Test and Measurement Techniques by Robert L. Thorndike.

Table 5

Information Inventory Item Statistics*

Item Number	% Correct		Discrimination Index (Flanagan's r)	Difficulty Index
	Upper 27%	Lower 27%		
1	88	38	.54	65%
2	97	66	.54	82
3	91	50	.50	76
4	34	31	.01	29
5	100**	84	.49	93
6	53	16	.41	30
7	94	41	.62	69
8	100**	81	.52	90
9	69	31	.38	50
10	97	84	.44	93
11	91	84	.14	83
12	81	66	.18	80
13	78	56	.25	73
14	78	44	.36	51
15	44	16	.33	31
16	94	94	.00	93
17	91	19	.72	56
18	100**	56	.70	80
19	91	9	.79	55
20	100**	44	.75	72

*See footnote, page 17

**The figure used was the value of the product-moment coefficient of correlation corresponding to 99 per cent scoring in the upper 27 per cent on the total test.

Both items were very specific; however, other highly specific items, for example #3, #14 and #19, had favorable item indices. Neither the most reliable items nor the least reliable conformed to a particular pattern with respect to content.

C. Analysis of Classroom Interaction Record

Nature of the Instrument

The Classroom Interaction Record (CIR) was designed to assess the process of instruction through which the information contained in the course was integrated into regular classroom lessons. Before the actual CIR was used, the instrument was evaluated in terms of the consistency of the recordings and the relevance of the characteristics observed.

It was not possible to have the entire group of Recorders visit each of the 36 lessons twice in order to assess the reliability of ratings. It was possible, however, in two cases to send two Recorders to visit the same lesson and report on it independently. Between one pair of Recorders there was complete agreement on all of the ratings on the Record. The other pair of Recorders agreed on four of the seven possible ratings.

Since individual teachers' lessons vary considerably in plan and content, the human relations aspect of the Classroom Interaction Record is not always appropriate to every lesson. After the protocols were gathered, the ratings on the five characteristics (cf Appendix B) were tabulated for all the participating teachers. The analysis indicated that two of the five characteristics were relevant to the majority of the 36 lessons taught. Only the findings of these two characteristics were analyzed. No further analysis was made of the other three characteristics.

Recorders' Findings

The two characteristics analyzed were "The Teacher Helped Students Relate the Human Relations Content of the Lesson to Their Contemporary Situation" and "Expression of Intergroup Attitudes." As Table 6 indicates, only twelve and thirteen per cent, respectively, of the ratings for these characteristics were unfavorable. Even though for the group as a whole there was no consistent pattern to the ratings for the three visits, the lessons observed did utilize human relations material with respect to these two characteristics.

Table 6 - Results of the Classroom Interaction Record Ratings by Recorders for 36 Visits (3 visits to each of 12 teachers)

1. Ratings of Characteristics Relevant to a Majority of Lessons

A. The Teacher Helped Students Relate the Human Relations Content of the Lesson to the Contemporary Situation (Their Own Lives and Time)

	Visit #1	#2	#3	Total No.	Per Cent
This item not relevant to this lesson	0	2	1	3	8
Teacher encouraged relevant personal references by asking questions which helped students perceive similarities	7	6	7	20	55
Teacher permitted students to relate aspects of the lesson to their own lives and experiences	3	2	4	9	25
Where personal references were made, they were ignored or glossed over by the teacher	1	1	0	2	6
Personal or contemporary references were discouraged	1	1	0	2	6
				36	100

B. Expression of Intergroup Attitudes

	Visit #1	#2	#3	Total No.	Per Cent
This item not relevant to this lesson	2	2	2	6	17
Evidence of considerable rapport among students of different ethnic backgrounds; positive intergroup relations displayed	2	1	3	6	17
Students expressed positive attitudes toward minority and majority groups	2	1	2	5	14
Students relatively comfortable with the subject matter; natural and at ease	5	5	4	14	39
Students ill at ease with human relations material; difficulty in expressing feelings	1	1	0	2	5
Derogatory ethnic references; rudeness to students who are speaking	1	1	1	3	8
				36	100

Table 6 (continued)

2. To what extent was the aim of the lesson achieved?

	Total	
	No.	Per Cent
Completely	10	28
To a moderate extent; in part	21	58
Not at all	5	14
	36	100

3. Did the teacher use the lesson as a means of discussing broader and more general issues (e.g., the meaning of brotherhood, the worth and integrity of every human being)?

	Total	
	No.	Per Cent
Yes	24	67
No	12	33
	36	100

Table 7 - Judgments of Classroom Interaction Records for Twelve Participating Teachers in Order of Performance

Rank	Aim ambiguous for 2 or 3 lessons?			Human relations aspects: Extent of improvement over the three lessons			Overall evaluation of the 3 lessons		
	AP	HR	RA*	AP	HR	RA	AP	HR	RA
1	No	No	No	Excellent	Excellent	Moderate	Superior	Good	Superior
2	No	No	No	Excellent	Moderate	Negligible	Superior	Fair	Good
3	No	No	No	Moderate	Excellent	Moderate	Good	Good	Good
4	No	No	No	Moderate	Moderate	Negligible	Superior	Fair	Good
5	No	Yes	No	Moderate	Moderate	Moderate	Good	Fair	Good
6	No	No	No	Indeterminate	Excellent	Moderate	Fair	Good	Fair
7	Yes	Yes	Yes	Negligible	Moderate	Moderate	Fair	Fair	Good
8	Yes	No	No	Negligible	Negligible	Negligible	Fair	Fair	Fair
9	Yes	No	No	Indeterminate	Moderate	Negligible	Poor	Good	Poor
10	Yes	Yes	Yes	Negligible	Indeterminate	Negligible	Poor	Poor	Poor
11	Yes	Yes	Yes	None	None	None	Poor	Poor	Poor
12	Yes	Yes	Yes	None	None	None	Poor	Poor	Poor

*AP, Assistant Principal; HR, Human Relations staff member;
RA, Research Assistant

Recorders judged the human relations aim as having been achieved in 86 per cent of the lessons; in 28 per cent it was achieved "completely." In two-thirds of the lessons the Recorders felt that the teacher used the lesson as a means of discussing broader and more general human relations issues.

Judgments of Recorders' Findings

In accordance with the evaluation design, the completed Classroom Interaction Records were judged as to the quality of the instructional process with respect to human relations content and techniques. The judgements were made by a panel of three judges: a human relations specialist in the Office of Integration, an assistant principal, and a research assistant. The judges considered all the information contained in the three Classroom Interaction Records available for each teacher. Using the CIRs the judges evaluated each teacher in terms of three variables: 1) unambiguousness of the human relations aims, 2) the improvement evident in the three lessons in the application of human relations content and teaching techniques, and 3) the general quality of the lesson in this respect.

Table 7 presents the judgments on these three variables made for each teacher by the panel of judges. For all but one teacher (the one ranked ninth) there was close agreement on all three variables.

The judges rated three teachers as having taught two or more lessons for which the aim was ambiguous, having displayed negligible or no improvement in the application of human relations content and techniques for the three lessons, and having taught lessons poor in the overall quality of the human relations content and techniques. Another three teachers taught lessons which were judged favorably--one "superior"--with respect to these same characteristics. The remaining six teachers were rated as having performed somewhere between these extremes.

D. Teacher's Reactions to the Classroom Visits

Seven of the twelve participating teachers submitted their reactions to the experience of being a participant in the evaluation of process. Their comments are summarized in Appendix G. Because the number of respondents is so few, it is not appropriate to give much weight to numerical results. In general it can be said that most of the respondents had spent an unusual amount of time and effort to prepare the lesson but that they did not consider them "special" lessons. Only one of the seven respondents said he would not be willing to participate in this type of project again.

E. Teachers' Reactions to the Course

The Teachers Evaluation Form was mailed to 370 teachers enrolled in the course. Completed Forms were received from 125 or 34 per cent of the teachers in the sample. Replies were anonymous. Three-fifths of the respondents had present assignments as early childhood or elementary school teachers. Fifteen per cent were in junior high schools and 24 per cent in senior high schools. Only twelve per cent were teaching English on either the junior or senior high school levels. In order to summarize teacher's reactions, categories were established for items which were open-end, and comments were coded and tabulated. Responses appear in Appendix H. The highlights of the reactions are summarized below.

Course Objectives

Three-fifths of the respondents indicated that the objective which was realized was to "explore ways in which (language arts) materials can be used to promote better intergroup understanding and relations". Thirty-nine per cent considered this the only objective which was realized. Fewer respondents felt that the objective to "demonstrate techniques for presenting

such materials to students" had been realized than the other two objectives. Only thirteen per cent of the respondents felt that all three objectives had been realized.

Telecasts

It did not seem reasonable to assume that teachers who had viewed less than one half of the telecasts could meaningfully comment on them. Mostly due to mechanical difficulties, 8 per cent of the respondents saw fewer than seven of the fourteen telecasts. Reactions on the quality of the reception, the relation of telecasts to the discussion and quality of the telecast content were tabulated only for the 114 regular viewers.

The respondents rated the video and audio reception similarly. Both were more frequently considered "fair" than "poor" or "good". Approximately one-third indicated the picture and/or the sound were "poor". Ninety-three per cent of these regular viewers felt that the telecasts served as a springboard for the discussions. Sixty per cent felt this was so "to some extent" rather than "to a great extent".

The following is the list of telecasts which were rated by the teachers as the two best and two poorest in overall quality of content.

Rated Best		Rated Poorest	
Title	Rating	Title	Rating
Poetry	1	Expressional Writing	1
English as a Second Language) Critical Listening)	2	Stereotypes in Literature	2

Almost one-quarter of the viewers did not offer a rating for poorest, and fifteen per cent offered none for best. There was a considerable gap between

the most popular telecasts (Poetry, English as a Second Language and Critical Listening), which together received almost 50 per cent of the best ratings, and the next most popular telecast (Drama and Role-Playing) which was chosen best by 8 per cent. The low number of responses to the telecast on Early Childhood Education probably reflects the sparse audience it had. Rescheduled from the middle of the series to June 6th, the week after the last workshop, it is likely that few enrollees viewed this program.

Two formats were used for the telecasts: demonstration lessons and panel discussions. Of the respondents who were regular viewers, 62 per cent said they would have preferred more demonstration lessons in the telecasts, and in the opinion of 54 per cent, the panel discussions served a useful purpose. Favorable and/favorable comments were made about both formats by a small group of regular viewers. Lessons were considered applicable to classroom teaching, thought-provoking and interesting. The most common criticism was that lessons did not seem real, and children had been rehearsed or were too carefully selected. The panels were praised for providing exposure to a variety of viewpoints but criticized for insufficient exploration of ideas and superficial treatment of topics. A few respondents felt the panel discussions were not relevant to the classroom situation; that they were detached from the reality of the teaching situation.

Several topics and speakers were suggested for future telecasts. Greater concentration on instructional materials and techniques and intergroup attitudes was recommended. A variety of speakers was suggested: teachers and Board of education personnel, children and community leaders, "professional actors to present themes dramatically." There was no pattern to the suggestions for tele-

cast formats. They included formats as divergent as "confrontation telecasts between minority groups," "audience participation in panel set-up," and "a demonstration lesson with an unrehearsed, integrated elementary class."

Course Assignments

Ninety-one per cent of the respondents were enrolled in workshops which required the completion of an assignment. Approximately one-third of the respondents prepared one or more lesson plans. Another 39 per cent read one or more books. Two-thirds of the respondents read at least one book specifically in connection with the course, though not necessarily as a course assignment. The types of books read were: biographies, histories of minority groups, sociological and psychological discussions of minorities, literature of protest, poetry and fictitious treatments of urban life and discussions about teaching the economically disadvantaged. The books most frequently listed were Claude Brown's Manchild in the Promised Land, Jonathan Kozol's Death at an Early Age, Kenneth Clark's Dark Ghetto and The Autobiography of Malcolm X. Twelve per cent of the comments about assignments were critical; half of these referred to required book reports.

Relevance of the Course

Slightly more than one-half of the respondents indicated they had utilized in their classrooms the materials presented on telecasts and in the workshops. Sixteen per cent marked the category, "I have not used these materials, and it is unlikely that I shall." Some teachers felt the course was not relevant because it did not deal with the particular subject which they taught. In addition, elementary school teachers criticized the material as being better suited to older children, and high school teachers complained of excessive emphasis on

elementary material. (The telecasts were planned so that four early childhood or elementary, four junior high, and four senior high school classes were shown being taught demonstration lessons. In addition, during one of the all-panel telecasts, techniques specific to early childhood groups were demonstrated.)

Overall Evaluation

The overall evaluation of the course by teachers was favorable. One-half of the respondents rated the course "Excellent" (5 per cent) or "Good (45 per cent). One-third of the respondents considered it fair and the remainder of those who offered an overall evaluation considered it "Poor" (12 per cent).

F. Instructors' Reactions to the Course

The Instructors Evaluation Form was mailed to the 133 workshop leaders. Replies were received anonymously from 90, or 68 per cent, of the instructors. As with the Teachers Evaluation Form, categories were established for open-end items, and as many comments as possible were coded and tabulated. Responses appear in Appendix I. The highlights of the reactions are summarized below.

Preparation of Instructors

Instructors were asked if they felt they would have been more effective as workshop leaders if they had had specific training or additional prepared materials. The respondents were about evenly divided between those who answered "yes" and those who answered "no." The greatest need for those who wished additional preparation was for greater familiarity with materials and techniques for conducting workshops. Although approximately one-half of the instructors had no prior in-service teaching experience, it was not possible to determine which respondents to the evaluation form were inexperienced as in-

service teachers, particularly of human relations courses. A few respondents mentioned specifically that additional preparation would have been particularly beneficial to inexperienced instructors.

The explanation most frequently given by instructors who did not feel the need for additional preparation was that their own training and experience were sufficient. Several of these instructors commented favorably on the available forms of teaching aids: worksheets, telecast previews, and the single orientation session.

Worksheets

All but four of the 90 respondents said they received the worksheets prepared by the Human Relations Unit. Ninety per cent of the group said the material arrived prior to each week's class. These worksheets, which contained descriptions of the telecasts and questions to accompany each week's telecast were put to a variety of uses. Only three respondents said they made no use of the questions. Approximately two-thirds of the instructors used selected questions as a basis for discussion, usually with the workshop group as a whole. Almost one-half of the instructors said they reproduced and distributed the questions to the teachers. In one-third of the workshops, this practice was followed each week. Twenty-two per cent of the instructors used the prepared materials as a basis for assignments.

Telecasts

As in the case with the teachers, it was felt that only those instructors who had viewed one-half of the telecasts could meaningfully comment on them. Due to inadequate reception six instructor respondents viewed less than seven telecasts. The other parts of this item were analyzed only for those 84 who

viewed at least one-half of the telecasts.

Approximately two-fifths of the instructors who were regular viewers considered the picture and sound "Fair". A larger proportion of the group rated the picture "Poor" (27 per cent) than rated the sound "Poor" (18 per cent).

Every instructor respondent felt that the telecasts served as a springboard for the discussions to some extent; slightly more than half felt this was true to a great extent.

The following is the order in which telecasts were rated by the instructors best and poorest in overall quality of content.

Rated Best		Rated Poorest	
Title	Rating	Title	Rating
Poetry	1	Curriculum Materials	1
Drama and Role-Playing	2	Nonstandard Dialect	2

The telecast on poetry was not only considered best by the greatest number of instructors, but no instructor rated it poorest. The popularity of the telecast on Curriculum Materials was exactly reversed, it was most frequently rated poorest with no one considering it best.

Even though 62 per cent of the instructor respondents would have preferred more demonstration lessons in the telecasts, 69 per cent felt that the panel discussions did serve a useful purpose for their workshops. Although many instructors felt that the panelists stimulated workshop discussion, and a few instructors preferred the panel format, there was criticism of panels for presenting insufficient controversy and superficially exploring ideas. These and similar comments were also given by instructors when asked to suggest topics or areas not covered which they felt should have been (question eleven) and to

suggest changes for future use in the course (question twelve).

Approximately three-fifths of the instructors previewed at least one of the 14 telecasts, 30 per cent previewed six or more.

Workshop Activities

Almost one-fifth of the workshop leaders indicated that their groups made trips instead of or in addition to meeting for a telecast. They listed 16 such trips which involved becoming better acquainted with the local community (tour of Harlem, visit to a Brooklyn health program in which neighborhood schools are involved) as well as exposure to minority group culture (visit to Black Nationalist bookstore; attendance at a Langston Hughes play).

In addition to going outside their workshops to broaden their experiences, slightly more than one-third of the groups had guest speakers. Instructors listed the names of 52 such visitors, most of whom were specifically recommended for future use as speakers to groups or as telecast panelists. They included parents, community leaders, college teachers, educational specialists, professional writers and performers, students, and government officials.

In order to study variation in the workshop sessions following the telecast, instructors were asked to describe how their groups spent this period. As might be expected, the most common activity (reported by 70 per cent) immediately following the viewing of a program was discussion of the telecast. The next most frequently reported activity engaged in by one-half of the groups was a discussion or review of some or all of the prepared questions. Various types of discussions, as well as reports and demonstration lessons, were also reported. Many groups divided their time so that more than one type of activity was possible each week. For example, there might be reaction to the telecast, a

demonstration lesson or other special assignment prepared by one teacher or a small group, followed by total group discussion of the presentation and some of the prepared questions.

In addition to the request for more demonstration lessons and teaching techniques and more provocative and profound panel discussions mentioned above, the instructors offered many other suggestions. They felt that the programs should have dealt with other minorities in addition to Negroes and Puerto Ricans, and that the subculture, history and literature of the minority groups should have been discussed more extensively. Also, demonstration lessons were criticized for being too "idealized". Two types of comments were indirectly critical of the attempts of the course to appeal to teachers from a variety of backgrounds. Each grade level (early childhood, elementary and secondary) was mentioned as needing greater emphasis. Language arts was also considered too narrow a subject to appeal to the teachers from all disciplines permitted to enroll in the course.

A variety of topics and speakers was suggested for future courses. Suggestions ranged from a program on decentralization to one on oral language development. Most of the 23 telecast speakers suggested for future use are well-known black leaders and educators, e.g., Roy Wilkins, Kenneth Clark, Stokely Carmichael.

Overall evaluation and reactions

Eighty-six per cent of the respondents evaluated the course as "Excellent" or "Good." No instructor considered the course "Poor." Two other items substantiated this favorable reaction.

Eighty-six per cent of the instructor respondents indicated they would like

to teach this or a similar human relations course in the future. Most of the instructors who indicated they would like to teach the course again commented favorably on their experience as an instructor. Many said that they had learned a great deal and had gained new insights themselves. However, there were some critical comments and suggestions from those willing to serve again. Smaller class size, better program coordination and materials, "more freedom, more speakers, more exciting TV viewing - not necessarily every week", preference for the course given the previous year and concern about fitting this commitment into already overburdened schedules were also mentioned. Four of the nine instructors who prefer not to teach the course again explained their decision. One had "already given it three times", two complained of the inappropriateness of the subject matter (language arts) for their experience and interest and one said he would teach it again if asked.

Eight instructors offered "proof" or indicated in some manner that the course had been favorably received by or was valuable to the teachers. Seven instructors said the course was "better than others," "the best yet" or made special reference to its value.

V. DISCUSSIONS AND CONCLUSIONS

Conclusions About the Primary Objectives of the Evaluation

The primary purpose of this evaluation was to measure the amount of information from the course which teachers acquired and to determine whether teachers used techniques for communicating this content to their classes. Ideally, there should have been some measure of the amount of information, comparable to that made available through the course, which teachers had prior

to taking the course. This type of "before" measure could not be obtained. However, due to the specific nature of the items asked, it is unlikely that a teacher could have performed well on the test unless he had taken this course or another one very similar in content. The results of the administration of the Information Inventory indicate that respondents did acquire considerable information in the areas covered by the course. Therefore, the first objective of the evaluation was achieved.

It is more difficult to assess the extent to which the content of the course was integrated into the classroom lessons. It should be noted that even under the most ideal conditions, the evaluation of such a process poses problems. The primary limitation in this study was the lack of experimental control over the process sample.

The response to requests for participants in the evaluation of process was insufficient. The evaluation design called for 45 teachers to serve as the sample for the assessment of process. They were to have been selected at random from a pool of 60-75 teachers, who had agreed to cooperate for this phase of the evaluation. Since, when the time came for observation of lessons, a total of only 12 teachers volunteered to participate, all twelve were used as the process sample. With relatively few teachers involved, the results of this aspect of the evaluation are suggestive but inconclusive. Although not asked to do so, many teachers offered explanations for their inability to cooperate. Teachers noted pressures or prior commitments such as preparing for a new license examination, rehearsing a class play, and supervising a student teacher. A few teachers were concerned that their classes were "too slow." Other teachers either were not presently teaching language arts lessons or were per diem substitutes unable to schedule lessons in advance. A few teachers

had withdrawn from the course after signing the enrollment list from which the sample was selected. Most of the teachers who participated, as well as the Recorder who made the visits reported that they found the experience rewarding and enlightening.

In spite of the several limitations, the procedure provided evidence for the achievement of the second objective of the evaluation. All but three of the 12 teachers were judged to have utilized in their classroom lessons the content and teaching methods presented in this human relations course, and to have successfully integrated the content into the format of the lessons.

Comparison with "Classroom Techniques in Intergroup Education"

The stengths and weaknesses of the present course are most adequately viewed against the framework of a similar course taught the previous year. The comparison of the present course with the one entitled "Classroom Techniques in Intergroup Education" is possible because reactions were obtained from teachers and instructors in both courses. Forms used to record reactions to the two courses were similar. Those used in connection with the present evaluation were more extensive, including questions suggested by free responses the previous year. A short description of the earlier course is presented in the report of its evaluation.[6]

Based on the reactions of participants, the more recent course was decidedly superior to its predecessor in two respects: the extent to which course objectives were explicitly stated and achieved and the conduct and

[6]Murray, Kay C. Evaluation of In-Service Course "Classroom Techniques in Intergroup Education." Board of Education of the City of New York, Bureau of Educational Research. December, 1967. out of print (KCM)

content of the telecasts.

Partly because the title of the present course accurately reflected its content, its objectives were considered to have been more explicitly stated, more specific in scope and fulfilled to a greater degree than was the previous year. Limiting the content in 1968 to a specific subject area (language arts) provided a focus which was lacking the year before. Criticisms in 1968 were mainly from non-language arts teachers enrolled in the course who felt the subject matter was not pertinent to their needs. An even more relevant course might be one not only designed for one subject but for a single level, as well. For example, for each subject in which there is a human relations course, there might be one for elementary school teachers and one for secondary school teachers.

There is another advantage to making courses specific in content and scope. Because human relations courses such as these are mandated by law to fulfill certain requirements, their enrollments are large. For workshops themselves to be examples of positive "human relations", the number of participants should be small. Maintaining smaller, more cohesive groups would be easier if the previous suggestion were adopted.

In the course taught during the spring term of 1968 there was closer correspondence between the prepared materials and the telecasts. Both reflected more careful planning and better coordination than had occurred previously. This aspect of future courses might be improved further by having all telecasts taped and materials prepared in advance of the first session. By so doing, instructors and teachers would know the exact date of each topic and could plan for the semester with a minimum of inconvenience from rescheduling of telecasts and unavailable materials.

The most incisive and widespread criticism of the Spring 1967 course was directed toward the telecasts. They were accused of being provocative without being instructive. Although some of this criticism was leveled against the more recent course, its telecasts were generally viewed more favorably. Given the nature of any human relations course and the problems of our society, such criticisms will probably continue to be voiced.

Several indices of the reaction to the programs were available. Open-end questions requesting comments about weaknesses of the course and suggestions for its improvement elicited a varied reaction to the programs.

Although there was some praise and criticism of both demonstration lessons and panel discussions televised for the present course, both formats--with lessons predominating--were considered necessary to deal adequately with the different types of topics with which the course was concerned. Teachers as well as instructors felt the telecasts could have been improved if demonstration lessons had appeared more "real" and less rehearsed. Panelists might have treated topics less superficially and made them more relevant to the classroom situation. One teacher suggested that there be present at the panel discussions a live teacher audience which could engage in some exchange of ideas with the speakers on aspects of the topic directly related to teachers' concerns. This year comments about the moderator were few in number with the majority favorable. Although there were a very few charges of "racism" directed at specific guests, this charge was not made against the course as a whole.

Another indication of the more favorable response to the telecast series in 1968 is obtained from the ratings of the programs. There was less negative

reaction directed toward any one telecast this year than last. As with the previous year, there was complete agreement between teachers and instructors on which telecast was best. In 1968 the first telecast,which dealt with poetry, was favored. The significance of the popularity of the initial program in the series cannot be overestimated. The participants' first exposure to the programs sets the tone for the entire course. At the same time it predisposes the viewer to high expectations with respect to succeeding programs.

No questions directly related to the conduct of the workshops were asked in 1967. The responses of teachers and instructors in 1968 to questions about course assignments, speakers invited to workshops, visits which groups made into the community and formats used following the telecast indicated considerable variation from one workshop to another. Such variation is beneficial to the extent that it reflects the needs and wishes of the teachers enrolled while continuing to focus on the objectives of the course. As soon as detailed data on all suggested guest speakers, book titles, places to visit and types of activities were compiled, they were forwarded to personnel responsible for the course. These suggestions were intended to serve as a valuable resource in planning future programs and in aiding an instructor in planning for his particular workshop.

The primary concern among teachers seemed to be for increased contact with the community, particularly the black community through its culture, institutions and residents and leaders of all persuasions. Through first hand knowledge gained from bringing more speakers to the workshops and taking more workshop groups into the community, the experience of teachers enrolled in the course could be substantially supplemented. The instructor inexperienced in conducting a human relations workshop is particularly in need of materials

and suggestions for their use. As a result of the great variation in the training and experience of personnel chosen as instructors this need is intensified. Possibly the most effective procedure for minimizing instructor variation is to select for the assignment only those people who had had prior relevant experience, or to provide training sessions specifically geared to deficiencies in their background.

Probably the most noteworthy aspect of the present course was the favorable overall reaction given it by both teachers and instructors. Eighty-six per cent of the instructors and 50 per cent of the teachers rated the course "Excellent" or "Good." Comparable figures for last year were 23 per cent and 47 per cent. Although participant approval is only one ingredient of success, this finding reinforces the others which indicate that the course conducted in the spring of 1968 substantially fulfilled its objectives. In so doing, it also eliminated many of the weaknesses of the similar course taught in the spring of the previous year.

VI. SUMMARY AND RECOMMENDATIONS

During the spring of 1968 an evaluation was conducted of the televised in-service course "Curriculum Materials for Intergroup Relations: Language Arts." The primary purposes of the evaluation were to: 1) measure the amount of information which teachers acquired from the course (evaluation of content), and 2) to determine the extent to which these teachers were able to utilize the techniques for communicating this content in the classroom (evaluation of the process of instruction).

Approximately 33 per cent of the teachers enrolled in the course completed the Information Inventory administered at the end of the term to evaluate

the process of instruction. The results of this phase of the evaluation provided valuable information but were not conclusive.

Thirty-four per cent of the teachers and 68 per cent of the instructors completed forms which requested their reactions to the course. Fifty per cent of the teachers rated the course as a whole either "Excellent" or "Good." Eighty-six per cent of the instructors gave similar ratings.

The evaluation indicated that the course had not repeated most of the weaknesses found in a similar human relations course conducted the previous year.

Recommendations based on the evaluation are that:

1. Instructors be chosen primarily for their sensitivity and human relations orientation.
2. Different training procedures be designed for instructors with varying degrees of experience in teaching similar in-service courses.
3. Separate human relations courses be offered by grade level as well as subject matter.
4. All prepared materials for use in workshops be disseminated at the first or second session of the course; telecasts be taped and scheduled in advance of the start of the course.
5. The number of televised demonstration lessons be increased with greater effort at simulating actual classroom conditions.
6. Telecast panel discussions be more controversial and include a live teacher audience.
7. Additional suggestions be made available to instructors regarding the variety of workshop formats, names of speakers available to visit workshops and valuable types of interaction with the community.

APPENDICES

Instruments and Forms

A. Information Inventory

B. Classroom Interaction Record

C. Application for TV In-Service Workshop Course

D. Teachers Evaluation Forms

E. Instructors Evaluation Form

Responses to Questionnaires

F Biographical Information on Instructors

G. Reactions of Teachers Who Participated in Classroom Visits

H. Responses to Teachers Evaluation Form

I. Responses to Instructors Evaluation Form

APPENDIX A

P.N. 22-617 6/68

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

INFORMATION INVENTORY

For teachers Who Completed In-Service Course TV359
Curriculum Materials for Intergroup Relations: Language Arts

DIRECTIONS:

Read each item and decide which choice best completes the statement or answers the question. Indicate your answer by encircling the letter corresponding to your choice.

* * *

1. Research studies, such as those conducted by Gordon Allport, indicate that awareness of racial differences develops in children,

   A. as early as age 3
   B. in the elementary grades
   C. by the beginning of junior high school
   D. not until the late teens

2. Which of the following is least likely to contribute to a child's positive self-image?

   A. acceptance of the child's speech patterns, even though nonstandard
   B. establishment of rapport
   C. use of the "human relations" approach in language arts lessons
   D. correction of a child's improper speech patterns

3. Methods of teaching a class of non-English speaking youngsters were illustrated in a telecast by,

   A. a lesson taught to French speaking Canadians
   B. the use of role-playing with recent teenage immigrants
   C. a class of Chinese children
   D. a story told by a librarian to a multi-lingual group of preschoolers

4. According to the Bureau of English, the two strands of the new language arts curriculum most relevant to basic values and attitudes such as intergroup relations, the dignity of man, and one's self-image are,

   A. reading and speech
   B. composition and speech
   C. reading and literature
   D. literature and composition

5. The official position of the Bureau of English regarding children's nonstandard dialect is that,

   A. there is a need for a single standard and dialects, generally, are not acceptable
   B. students should be made to realize the importance of mastering standard

DIRECTIONS:

Read each item and decide which choice best completes the statement or answers the question. Indicate your answer by encircling the letter corresponding to your choice.

* * *

1. Research studies, such as those conducted by Gordon Allport, indicate that awareness of racial differences develops in children,

   A. as early as age 3
   B. in the elementary grades
   C. by the beginning of junior high school
   D. not until the late teens

2. Which of the following is least likely to contribute to a child's positive self-image?

   A. acceptance of the child's speech patterns, even though nonstandard
   B. establishment of rapport
   C. use of the "human relations" approach in language arts lessons
   D. correction of a child's improper speech patterns

3. Methods of teaching a class of non-English speaking youngsters were illustrated in a telecast by,

   A. a lesson taught to French speaking Canadians
   B. the use of role-playing with recent teenage immigrants
   C. a class of Chinese children
   D. a story told by a librarian to a multi-lingual group of preschoolers

4. According to the Bureau of English, the two strands of the new language arts curriculum most relevant to basic values and attitudes such as intergroup relations, the dignity of man, and one's self-image are,

   A. reading and speech
   B. composition and speech
   C. reading and literature
   D. literature and composition

5. The official position of the Bureau of English regarding children's nonstandard dialect is that,

   A. there is a need for a single standard and dialects, generally, are not acceptable
   B. students should be made to realize the importance of mastering standard English while accepting their own dialects in appropriate situations
   C. teachers should ignore the use of nonstandard dialects in the classroom
   D. teachers should attempt to eliminate completely nonstandard English from children's speech patterns

6. There is general agreement that the English language by its very nature,

   A. causes a dialect caste system in a manner not found in other languages
   B. serves as an equalizer, placing all men who speak it on a par
   C. is a prime carrier of racism from one person to another
   D. is the only language which is "My Enemy" (Ossie Davis).

7. Piri Thomas said, "To write is to pour it out," in order to emphasize that,

   A. writing serves as motivation for expression
   B. structure, punctuation and grammar should <u>not</u> be taught in conjunction with creative writing
   C. themes of ghetto children are very fluid
   D. creativity may be inhibited by overemphasis on the mechanics of composition

8. The literature of protest is literature,

   A. evaluated primarily for its social relevance rather than artistic merit
   B. written primarily by or about Negroes
   C. of propaganda and extremism
   D. directed toward the injustices in society

9. Exclusion in the classroom of literature by and about the Negro was considered by telecast panel members to be,

   A. a subtle form of stereotyping
   B. evidence of racism on the part of book publishers
   C. justification for decentralization
   D. the result of the unavailability of such literature

10. An essential difference between Negroes and other minority groups with respect to the Negroes' minority group status is that,

   A. Negroes are basically lacking in the financial and intellectual resources necessary to fit into the American mainstream
   B. the Negro experience in America was vastly different from that of other minorities
   C. the non-violent position of Negroes has been a detriment to their achieving first-class status in American society
   D. the Negroes' position has traditionally been complicated by their lack of skills

11. The most important reason for teaching literature by and about minority groups is to

   A. encourage a positive self-image for minority group children
   B. provide a wider market for minority group writers
   C. present to the world a more realistic picture of the diversity of Negro talent
   D. satisfy the demands of ghetto parents and community leaders

12. The major difficulty with using African literature in our schools is the

   A. scarcity of such literature
   B. teachers' lack of knowledge of the existence of such literature
   C. lack of artistic quality of such literature
   D. difficulty in translating such literature into English

A. evaluated primarily for its social relevance rather than artistic merit
B. written primarily by or about Negroes
C. of propaganda and extremism
D. directed toward the injustices in society

9. Exclusion in the classroom of literature by and about the Negro was considered by telecast panel members to be,

A. a subtle form of stereotyping
B. evidence of racism on the part of book publishers
C. justification for decentralization
D. the result of the unavailability of such literature

10. An essential difference between Negroes and other minority groups with respect to the Negroes' minority group status is that,

A. Negroes are basically lacking in the financial and intellectual resources necessary to fit into the American mainstream
B. the Negro experience in America was vastly different from that of other minorities
C. the non-violent position of Negroes has been a detriment to their achieving first-class status in American society
D. the Negroes' position has traditionally been complicated by their lack of skills

11. The most important reason for teaching literature by and about minority groups is to

A. encourage a positive self-image for minority group children
B. provide a wider market for minority group writers
C. present to the world a more realistic picture of the diversity of Negro talent
D. satisfy the demands of ghetto parents and community leaders

12. The major difficulty with using African literature in our schools is the

A. scarcity of such literature
B. teachers' lack of knowledge of the existence of such literature
C. lack of artistic quality of such literature
D. difficulty in translating such literature into English

13. The major difficulty with using books on Puerto Rican history, culture and literature in the classroom is that

A. teachers are not willing to search for usable materials
B. books in these areas published by commercial publishers are not usually approved by the Board of Education for classroom use
C. local communities are opposed to the use of such books
D. translation of Puerto Rican literature must be undertaken, and commercial sources or the Board of Education must take positive steps to effect publication

14. If a classroom teacher wishes to use a non-list book with his class, the best procedure for him to follow is to

A. write to the Bureau of English and request permission to use the book
B. order the book himself since any book may be ordered "non-list"
C. ask his principal to recommend the book to the listing authorities
D. forget about it. It is almost impossible to obtain non-list material for classroom use.

15. The Gateway Series, a multi-ethnic, urban-oriented set of paperbacks was edited by

    A. Loretta Barrett (Doubleday)
    B. Charlotte Brooks (Holt, Rinehart and Winston)
    C. Marjorie Smiley (Macmillan)
    D. Charles Spiegler (Merrill)

16. Which of the following words best expresses the theme which binds the three poems discussed on the telecast devoted to poetry (Mother to Son, Hughes; Nancy Hanks, the Benets; Taught Me Purple, Hunt)?

    A. Greed
    B. Pride
    C. Persuasiveness
    D. Envy

Listed in Column I are statements which describe autobiographies written by some of the contemporary writers named in Column II. Next to each numbered statement in Col. I place the letter of the writer in Column II whose work the statement describes.

Column I		Column II
_____ 17.	Experiences of a former New York City school teacher in a Harlem elementary school.	A. Claude Brown
_____ 18.	Experiences of a Puerto Rican writer who grew up in Spanish Harlem.	B. Kenneth Clark
_____ 19.	Experiences of a school teacher in a Boston ghetto school.	C. Herbert Kohl
_____ 20.	Experiences of a Negro who was born and reared in black Harlem.	D. Jonathan Kozol
		E. Malcolm X
		F. Daniel Moynihan
		G. Piri Thomas

FILMED FROM BEST AVAILABLE COPY

P.N. 22-617 3/68

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 LIVINGSTON STREET
BROOKLYN, N. Y. 11201

ASSISTANT SUPERINTENDENT
J. WAYNE WRIGHTSTONE

Acting DIRECTOR
SAMUEL D. McCLELLAN

CLASSROOM INTERACTION RECORD

TV 359. Curriculum Materials for Intergroup Relations: Language Arts

Teacher's Code #_____ Recorder_____

School_____
Name or number Location

Grade_____ Date of lesson_____ Visit #____

Aim of lesson_____

Type of Lesson (Check one)
__Literature
__Composition
__Speech

Brief description of lesson (use back of sheet, if necessary)_____

INSTRUCTIONS: First decide whether each of the following characteristics you are asked to describe is relevant to the lesson which you are observing. If not relevant, place an "X" in the box to the right of "not relevant" and go on to the next characteristic to be described. If relevant, check the box to the right of the phrase which best describes the characteristic.

1. THE TEACHER DEALT WITH THE HISTORY OF MINORITY GROUPS OR MINORITY GROUP RELATIONS

this item not relevant to this lesson ☐

by presenting the history in a completely realistic manner ☐

by attempting to integrate the history into the lesson occasionally ☐

by glossing over the realities of historical facts and intergroup conflicts ☐

FILMED FROM BEST AVAILABLE COPY

2. THE TEACHER HELPED STUDENTS TO RELATE THE HUMAN RELATIONS CONTENT OF THE LESSON TO THE CONTEMPORARY SITUATION (THEIR OWN LIVES AND TIME)

- this item not relevant to this lesson ☐
- personal or contemporary references were discouraged ☐
- where personal references were made, they were ignored or glossed over by the teacher ☐
- teacher permitted students to relate aspects of the lesson to their own lives and experiences ☐
- teacher encouraged relevant personal references by asking questions which helped students perceive similarities ☐

---

3. EXPRESSION OF INTERGROUP ATTITUDES

- this item not relevant to this lesson ☐
- derogatory ethnic references; rudeness to students who are speaking ☐
- students ill at ease with human relations material; difficulty in expressing feelings ☐
- students relatively comfortable with the subject matter; natural and at ease ☐
- students expressed positive attitudes toward minority and majority groups ☐
- evidence of considerable rapport among students of different ethnic backgrounds; positive intergroup relations displayed ☐

---

4. TREATMENT OF LITERARY CHARACTERS

- this item not relevant to this lesson ☐
- characters and situations were dealt with in a manner which reinforced stereotypes and ethnic myths ☐
- characters were discussed in terms of their literary value only, little reference was made to the human relations aspects ☐
- universality of feelings and emotions was stressed; where present, stereotypes and myths were dealt with specifically and thoroughly ☐

---

5. TREATMENT OF NONSTANDARD ENGLISH DIALECT

- this item not relevant to this lesson ☐
- teacher corrected inappropriate nonstandard English without student appearing self-conscious or embarrassed; acceptance or favorable reaction by student to teacher's correction or reference to improper usage ☐
- frank and honest discussion of uses of all types of dialect in literature, composition, or speech; consideration of its appropriateness and role. ☐
- negative correction of isolated instances of nonstandard usage; unnecessarily humorous, belittling comment about word usage or speech ☐

FILMED FROM BEST AVAILABLE COPY

A. Describe the manner in which the teacher motivated the students toward the human relations aim of the lesson. ("Motivation refers to the techniques or devices utilized to capture pupils' interest and channel their thinking in a given direction").

B. To what extent was the aim of the lesson achieved?

___Completely ___To a moderate extent; in part ___Not at all

C. Did the teacher use the lesson as a means of discussing broader and more general issues (e.g., the meaning of brotherhood, the worth and integrity of every human being)?

___Yes ___No

If "yes," please describe how teacher used the lesson for this purpose.

D. Please use the space below and back of page to discuss any aspects of the lesson which have not been covered in the preceding items.

APPENDIX C

BOARD OF EDUCATION OF THE CITY OF NEW YORK

OFFICE OF PERSONNEL
Division of Recruitment, Training and Staff Development
65 Court Street, Brooklyn, N. Y. 11201

LEAVE BLANK
(Course No.)
.....

APPLICATION FOR TV IN-SERVICE WORKSHOP COURSE

Please type or print Date _____

TITLE OF COURSE: _____

_____

INSTRUCTOR: _____
Last Name (Mr. Mrs. Miss) First Name Initial

LICENSE: _____

PRESENT ASSIGNMENT: _____

SCHOOL OR BUREAU: _____ Tel. No.: _____

ADDRESS: _____
Street Borough Zip Code

CO-INSTRUCTOR: _____
Last Name (Mr. Mrs. Miss) First Name Initial

LICENSE: _____

PRESENT ASSIGNMENT: _____

SCHOOL OR BUREAU: _____ Tel. No.: _____

ADDRESS: _____
Street Borough Zip Code

COURSE WILL BE HELD - DAY: _____ TERM: FALL ____ SPRING____

TIME: (hour) FROM: ___ TO ___(All Courses - 15 sessions, 30 hours)

PLACE COURSE WILL BE HELD: _____
School No. Borough Room

APPROVED BY: _____ District No. _____
Superintendent in Charge

ACTION BY OFFICE OF PERSONNEL: _____

INSTRUCTOR DATA FORM

Please type or print Date _____

NAME: _____ _____ _____
Last Name (Mr. Mrs. Miss) First Name Initial

HOME ADDRESS: _____ _____ _____
Street Borough Zip Code

HOME TELEPHONE NO.: _____

List all New York City Board of Education Licenses Held:

_____

_____

DEGREES: _____

TEACHING EXPERIENCE AND BACKGROUND:

IN-SERVICE COURSES PREVIOUSLY GIVEN BY YOU. (If none, write None)

Title of Course Completed Term Ending

SIGNATURE _____

CO-INSTRUCTOR DATA FORM
(Co-Instructor, if approved, must attend all sessions)

Please type or print Date _____

NAME: _____
Last Name (Mr. Mrs. Miss) First Name Initial

HOME ADDRESS: _____
Street Borough Zip Code

HOME TELEPHONE NO.: _____

List all New York City Board of Education Licenses held:

_____

_____

DEGREES: _____

TEACHING EXPERIENCE AND BACKGROUND:

IN-SERVICE COURSES PREVIOUSLY GIVEN BY YOU. (If none, write None)

Title of Course Completed Term Ending

SIGNATURE _____

P.N. 22-617 APPENDIX D 6/68

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

EVALUATION FORM FOR TEACHERS ENROLLED IN
In-Service Course TV 359
CURRICULUM MATERIALS FOR INTERGROUP RELATIONS: LANGUAGE ARTS

The Bureau of Educational Research is conducting an evaluation of the course, Curriculum Materials for Intergroup Relations: Language Arts, and would appreciate having your reactions to the statements and questions listed below.

Present teaching assignment: _____
Grade or level, subject

1. Now that you have completed the course, which of its main objectives do you think were realized? Please explain.
   ___Analysis of language arts materials to acquaint teachers with the poetry, drama, and literature written by and about ethnic and minority groups.

   ___Exploration of the ways in which such materials can be used to promote better intergroup understanding and relationships.

   ___Demonstration of techniques for presenting such materials to students.

TELECASTS:

2. a) Did you view at least six of the telecasts? ___Yes ___No
   If not, please explain, then skip to Question 4, page 3.

If yes,

b) Please give your opinion of the reception

	Good	Fair	Poor
Picture	____	____	____
Sound	____	____	____

c) The telecasts were intended to serve as a springboard for the discussions. In your opinion, was this purpose fulfilled?
   ___Yes, to a great extent
   ___Yes, to some extent
   ___No, not at all

d) Listed below are the descriptions of telecasts and dates on which they were shown. For those you viewed, please write the letter "B" next to the 2 telecasts which you considered best in overall quality. Then write the letter "P" next to the 2 telecasts which you felt were of the poorest quality.

In-Service Course TV 359
CURRICULUM MATERIALS FOR INTERGROUP RELATIONS: LANGUAGE ARTS

The Bureau of Educational Research is conducting an evaluation of the course, Curriculum Materials for Intergroup Relations: Language Arts, and would appreciate having your reactions to the statements and questions listed below.

Present teaching assignment: _____
Grade or level, subject

1. Now that you have completed the course, which of its main objectives do you think were realized? Please explain.
   ___Analysis of language arts materials to acquaint teachers with the poetry, drama, and literature written by and about ethnic and minority groups.

   ___Exploration of the ways in which such materials can be used to promote better intergroup understanding and relationships.

   ___Demonstration of techniques for presenting such materials to students.

TELECASTS:

2. a) Did you view at least six of the telecasts? ___Yes ___No
   If not, please explain, then skip to Question 4, page 3.

If yes,

b) Please give your opinion of the reception

	Good	Fair	Poor
Picture	____	____	____
Sound	____	____	____

c) The telecasts were intended to serve as a springboard for the discussions. In your opinion, was this purpose fulfilled?
   ___Yes, to a great extent
   ___Yes, to some extent
   ___No, not at all

d) Listed below are the descriptions of telecasts and dates on which they were shown. For those you viewed, please write the letter "B" next to the 2 telecasts which you considered best in overall quality. Then write the letter "P" next to the 2 telecasts which you felt were of the poorest quality.

Best/ Poorest	Date	Topic and Brief Description
___	Feb 21	POETRY JHS students analyzed three poems dealing with mother-son relationships, self-image and poverty: Mother to Son by Langston Hughes, Nancy Hanks by the Benets and Taught Me Purple by Evelyn Tooley Hunt. The panel discussed teaching humanistic implications of the poems and advisability of class discussions of dialect poetry.
___	Feb 28	ENGLISH AS A SECOND LANGUAGE A teacher taught a class of Spanish-speaking youngsters by using pictures and experiences common to children on the mainland and in Puerto Rico. Another teacher taught recent arrivals from Hong Kong concepts through the use of realia and comparison between Chinese and American foods and utensils.

Best/
Poor-
est Date

2d (Contd.)

Topic and Description

___Mar 6 SHORT STORY
HS students discussed The Split Cherry Tree by Jesse Stuart and The B or Not the B by Ivy Thomas. Two teachers, a member of the Human Relations Unit and the moderator discussed possible conclusions to the lesson.

___Mar 13 STEREOTYPES IN LITERATURE
A panel consisting of a teacher, a textbook editor, an actress, a member of the Human Relations Unit and the moderator discussed treatment of literary stereotypes in the classroom and the challenge of censorship and community pressures.

___Mar 20 CRITICAL LISTENING
A librarian read The Poppy Seeds by Bulla to a group of children from several elementary schools. By inadvertently dropping seeds which grew into lovely poppies on an old man's property, a little boy obtained water for his village from the man's spring.

___Mar 27 SEMANTICS AND HUMAN RELATIONS
The moderator quoted from Ossie Davis' speech, The English Language Is My Enemy. The panel discussed synonyms for and social implications of "black," "white," "poor" etc. A psychologist from BCG demonstrated early childhood techniques in teaching semantics: categorizing simple items by color, then regrouping by use, material, etc.

___Apr 3 NONSTANDARD DIALECT
A JHS class discussed the variety of dialects, their acceptability and the need for a single standard. The panel discussed when and how to correct children who speak incorrectly.

___Apr 10 CREATIVE WRITING
Author Piri Thomas, John Oliver Killens and actress Vinie Burrows discussed problems of motivating inner-city pupils and cautioned against stifling creativity and self-expression. Mr. Thomas read from his poem A Dialogue with Society Addressed to White America. Mrs. Burrows recited Langston Hughes' Let America Be America Again.

___Apr 24 EXPRESSIONAL WRITING
A fifth grade class discussed problems of modernizing their school as preparation for an exercise in expressional writing. Next, high school juniors and seniors discussed the writings of Negro authors, from which they had chosen research paper themes.

___May 1 LITERATURE OF PROTEST
The Autobiography of Malcolm X was discussed by a group of JHS students. Dr. Maxine Greene of Teachers College compared the literature of protest in the '30's with that of today. A textbook editor and former teacher discussed her use of role playing and role reversals with students of different ethnic backgrounds.

___May 15 AFRICAN LITERATURE
JHS students from Manhattan discussed their interpretation of African literature, particularly proverbs, and insights gained about African culture and the universality of emotions. The panel presented a brief

___Mar 19 STEREOTYPES IN LITERATURE
A panel consisting of a teacher, a textbook editor, an actress, a member of the Human Relations Unit and the moderator discussed treatment of literary stereotypes in the classroom and the challenge of censorship and community pressures.

___Mar 20 CRITICAL LISTENING
A librarian read The Poppy Seeds by Bulla to a group of children from several elementary schools. By inadvertently dropping seeds which grew into lovely poppies on an old man's property, a little boy obtained water for his village from the man's spring.

___Mar 27 SEMANTICS AND HUMAN RELATIONS
The moderator quoted from Ossie Davis' speech, The English Language Is My Enemy. The panel discussed synonyms for and social implications of "black," "white," "poor" etc. A psychologist from BCG demonstrated early childhood techniques in teaching semantics: categorizing simple items by color, then regrouping by use, material, etc.

___Apr 3 NONSTANDARD DIALECT
A JHS class discussed the variety of dialects, their acceptability and the need for a single standard. The panel discussed when and how to correct children who speak incorrectly.

___Apr 10 CREATIVE WRITING
Author Piri Thomas, John Oliver Killens and actress Vinie Burrows discussed problems of motivating inner-city pupils and cautioned against stifling creativity and self-expression. Mr. Thomas read from his poem A Dialogue with Society Addressed to White America. Mrs. Burrows recited Langston Hughes' Let America Be America Again.

___Apr 24 EXPRESSIONAL WRITING
A fifth grade class discussed problems of modernizing their school as preparation for an exercise in expressional writing. Next, high school juniors and seniors discussed the writings of Negro authors, from which they had chosen research paper themes.

___May 1 LITERATURE OF PROTEST
The Autobiography of Malcolm X was discussed by a group of JHS students. Dr. Maxine Greene of Teachers College compared the literature of protest in the '30's with that of today. A textbook editor and former teacher discussed her use of role playing and role reversals with students of different ethnic backgrounds.

___May 15 AFRICAN LITERATURE
JHS students from Manhattan discussed their interpretation of African literature, particularly proverbs, and insights gained about African culture and the universality of emotions. The panel presented a brief history of African literature relating themes to those familiar in European and American literature.

___May 22 CURRICULUM MATERIALS
A panel consisting of two editors, an educator from Bank Street College, a teacher, and members of the Human Relations Unit and the Bureau of English discussed the new English curriculum, difficulties encountered in attempting to use non-list books and the dearth of school materials on Puerto Rican history and culture. An excerpt from The Autobiography of Floyd Patterson was read.

___May 29 DRAMA AND ROLE-PLAYING
By portraying two interracial dating situations, a HS drama class demonstrated the uses of role-playing as a device for promoting good human relations. The implication was that racist attitudes among white and black students are a factor even in a racially integrated school.

Best/
Poor-
est Date Topic and Description 2d (Contd.)

___June 5 EARLY CHILDHOOD EDUCATION - The Use of the Picture Story Book
A kindergarten class sang a song in several languages. The teacher read a story in which a little boy responds to requests with "I don't care" until rescued from a lion's jaws. The discussion which followed concerned the teaching of the significance of differences and development of racial attitudes.

3. The format of the telecasts was varied. Most combined a demonstration lesson and a panel, a few had only a panel and one or two had only the lesson. Would you have preferred more demonstration lessons? ___Yes ___No Did the panel discussions serve a useful purpose for you? ___Yes ___No Please explain.

MISCELLANEOUS:

4. Were you required to complete an assignment for the course? Yes__ No__
If yes, please describe and indicate whether you found it worthwhile.

5. Did you read any books specifically in connection with this course? ___Yes ___No If yes, please give titles (s) and author(s). Indicate how worthwhile each was for you.

6. Answer the following question only if you are a classroom teacher. Which of the following statements best describes your position with respect to the curriculum materials (textbooks, records, reference books, etc.) mentioned in connection with this course?

___I have used many of these materials in the classroom.
___I have used a few of these materials in the classroom.
___I have not used these materials but intend to do so.
___I have not used these materials, and it is unlikely that I shall.

7. Please comment on how relevant the course was to your professional assignment (i.e., classroom teaching, supervision, attendance, etc.)

SUGGESTIONS AND COMMENTS:

8. What topics or areas were <u>not</u> covered in this course which you feel should have been?

and a panel; a few had only a panel and one of the had
you have preferred more demonstration lessons? ___Yes ___No Did the panel discussions serve a useful purpose for you? ___Yes ___No Please explain.

MISCELLANEOUS:

4. Were you required to complete an assignment for the course? Yes__ No__
If yes, please describe and indicate whether you found it worthwhile.

5. Did you read any books specifically in connection with this course? ___Yes ___No If yes, please give titles (s) and author(s). Indicate how worthwhile each was for you.

6. Answer the following question only if you are a classroom teacher. Which of the following statements best describes your position with respect to the curriculum materials (textbooks, records, reference books, etc.) mentioned in connection with this course?

___I have used many of these materials in the classroom.
___I have used a few of these materials in the classroom.
___I have not used these materials but intend to do so.
___I have not used these materials, and it is unlikely that I shall.

7. Please comment on how relevant the course was to your professional assignment (i.e., classroom teaching, supervision, attendance, etc.)

SUGGESTIONS AND COMMENTS:

8. What topics or areas were <u>not</u> covered in this course which you feel should have been?

9. Please make any suggestions you have for telecasts or speakers, as panelists or teachers of demonstration lessons, for future telecasts.

10. Overall evaluation of the course
Excellent___ Good___ Fair___ Poor___

P.N. 22-617

APPENDIX D

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street
Brooklyn, N. Y. 11201

June 14, 1968

TO: Teachers who served as participants in the classroom visits

FROM: Mrs. Kay C. Murray, Bureau of Educational Research

RE: Reactions to your participation

Because you were a cooperating teacher for this phase of the evaluation, we would appreciate your answering the questions below.

* * *

Did you spend time and effort in excess of the usual in preparing the lessons for which you were visited? ___Yes ___No Additional comment.

Were these "special" lessons, i.e., ones which you would ordinarily <u>not</u> teach?
___Yes ___No If yes, please explain.

Would you be willing to participate in this type of project again?
___Yes ____No Additional comment.

Please use the space below for additional comments and your overall reactions to this experience.

Thank you.

P.N. 22-617 APPENDIX E 6/68

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

EVALUATION FORM FOR INSTRUCTORS OF
In-Service Course TV 359
CURRICULUM MATERIALS FOR INTERGROUP RELATIONS: LANGUAGE ARTS

The Bureau of Educational Research is conducting an evaluation of the course, Curriculum Materials for Intergroup Relations: Language Arts, and would appreciate having your reactions to the statements and questions listed below.

1. Do you feel you would have been a more effective workshop leader if you had had specific training sessions or additional prepared materials?
   ___ Yes ___ No
   Please explain.

WORKSHEET:

2. The Human Relations Unit prepared a worksheet containing descriptions of telecasts and questions to accompany each week's telecast. Did you receive the weekly worksheet?
   ___ Yes, material usually arrived prior to each week's class
   ___ Yes, but material usually arrived late, after class or too close to be reproduced or used for class
   ___ No, material usually did not arrive at all

3. Please check the categories below to indicate the use which you made of the questions prepared for each telecast by the Human Relations Unit.

Use Made of Questions	Please Check Where Appropriate
None	___
Reproduced and distributed to teachers	
each week	___
occasionally	___
Used as a basis for discussion	
every question	___
selected questions	___
Discussed by workshop	
as a group	___
subdivided into smaller groups	___
Used as basis for assignment	___
Other use (specify)	___

The Bureau of Educational Research is conducting an evaluation of the course, Curriculum Materials for Intergroup Relations: Language Arts, and would appreciate having your reactions to the statements and questions listed below.

1. Do you feel you would have been a more effective workshop leader if you had had specific training sessions or additional prepared materials?
   ___ Yes ___ No
   Please explain.

WORKSHEET:

2. The Human Relations Unit prepared a worksheet containing descriptions of telecasts and questions to accompany each week's telecast. Did you receive the weekly worksheet?
   ___ Yes, material usually arrived prior to each week's class
   ___ Yes, but material usually arrived late, after class or too close to be reproduced or used for class
   ___ No, material usually did not arrive at all

3. Please check the categories below to indicate the use which you made of the questions prepared for each telecast by the Human Relations Unit.

Use Made of Questions	Please Check Where Appropriate
None.	___
Reproduced and distributed to teachers	
each week.	___
occasionally.	___
Used as a basis for discussion	
every question.	___
selected questions.	___
Discussed by workshop	
as a group.	___
subdivided into smaller groups.	___
Used as basis for assignment.	___
Other use.	___
(specify)	

TELECASTS:

4. a) Did you view at least six of the telecasts? ___Yes ___No
   If not, please explain, then skip to Q. 7, page 3.

If yes,
b) Please give your opinion of the reception

	Good	Fair	Poor
Picture	___	___	___
Sound	___	___	___

c) The telecasts were intended to serve as a springboard for the discussions. In your opinion, was this purpose fulfilled?

___ Yes, to a great extent
___ Yes, to some extent
___ No, not at all

d) Listed below are the descriptions of telecasts and dates on which they were shown. For those you viewed, please write the letter "B" next to the 2 telecasts which you considered best in overall quality. Then write the letter "P" next to the 2 telecasts which you felt were of the poorest quality.

Best/ Poorest	Date	Topic and Brief Description
___	Feb 21	POETRY JHS students analyzed three poems dealing with mother-son relationships, self-image and poverty: Mother to Son by Langston Hughes, Nancy Hanks by the Benets and Taught Me Purple by Evelyn Tooley Hunt. The panel discussed teaching humanistic implications of the poems and advisability of class discussions of dialect poetry.
___	Feb 28	ENGLISH AS A SECOND LANGUAGE A teacher taught a class of Spanish-speaking youngsters by using pictures and experiences common to children on the mainland and in Puerto Rico. Another teacher taught recent arrivals from Hong Kong concepts through the use of realia and comparison between Chinese and American Foods and utensils.
___	Mar 6	SHORT STORY HS students discussed The Split Cherry Tree by Jesse Stuart and The B or Not the B by Ivy Thomas. Two teachers, a member of the Human Relations Unit and the moderator discussed possible conclusions to the lesson.
___	Mar 13	STEREOTYPES IN LITERATURE A panel consisting of a teacher, a textbook editor, an actress, a member of the Human Relations Unit and the moderator discussed treatment of literary stereotypes in the classroom and the challenge of censorship and community pressures.
___	Mar 20	CRITICAL LISTENING A librarian read The Poppy Seeds by Bulla to a group of children from several elementary schools. By inadvertently dropping seeds which grew into lovely poppies on an old man's property, a little boy obtained water for his village from the man's spring.
___	Mar 27	SEMANTICS AND HUMAN RELATIONS The moderator quoted from Ossie Davis' speech, The English Language Is My Enemy. The panel discussed synonyms for and social implications of "black," "white," "poor" etc. A psychologist from BCG demonstrated early childhood techniques in teaching semantics: categorizing simple items by color, then regrouping by use, material, etc.
___	Apr 3	NONSTANDARD DIALECT A JHS class discussed the variety of dialects, their acceptability and the need for a single standard. The panel discussed when and how to correct children who speak incorrectly.
___	Apr 10	CREATIVE WRITING Author Piri Thomas, John Oliver Killens and actress Vinie Burrows discussed problems of motivating inner-city pupils and cautioned against stifling creativity and self-expression. Mr. Thomas read from his poem A Dialogue with Society Addressed to White America. Mrs. Burrows recited Langston Hughes' Let America Be America Again.

Best/ Poorest	Date	Topic and Brief Description
____	Feb 21	POETRY JHS students analyzed three poems dealing with mother-son relationships, self-image and poverty: Mother to Son by Langston Hughes, Nancy Hanks by the Benets and Taught Me Purple by Evelyn Tooley Hunt. The panel discussed teaching humanistic implications of the poems and advisability of class discussions of dialect poetry.
____	Feb 28	ENGLISH AS A SECOND LANGUAGE A teacher taught a class of Spanish-speaking youngsters by using pictures and experiences common to children on the mainland and in Puerto Rico. Another teacher taught recent arrivals from Hong Kong concepts through the use of realia and comparison between Chinese and American Foods and utensils.
____	Mar 6	SHORT STORY HS students discussed The Split Cherry Tree by Jesse Stuart and The B or Not the B by Ivy Thomas. Two teachers, a member of the Human Relations Unit and the moderator discussed possible conclusions to the lesson.
____	Mar 13	STEREOTYPES IN LITERATURE A panel consisting of a teacher, a textbook editor, an actress, a member of the Human Relations Unit and the moderator discussed treatment of literary stereotypes in the classroom and the challenge of censorship and community pressures.
____	Mar 20	CRITICAL LISTENING A librarian read The Poppy Seeds by Bulla to a group of children from several elementary schools. By inadvertently dropping seeds which grew into lovely poppies on an old man's property, a little boy obtained water for his village from the man's spring.
____	Mar 27	SEMANTICS AND HUMAN RELATIONS The moderator quoted from Ossie Davis' speech, The English Language Is My Enemy. The panel discussed synonyms for and social implications of "black," "white," "poor" etc. A psychologist from BCG demonstrated early childhood techniques in teaching semantics: categorizing simple items by color, then regrouping by use, material, etc.
____	Apr 3	NONSTANDARD DIALECT A JHS class discussed the variety of dialects, their acceptability and the need for a single standard. The panel discussed when and how to correct children who speak incorrectly.
____	Apr 10	CREATIVE WRITING Author Piri Thomas, John Oliver Killens and actress Vinie Burrows discussed problems of motivating inner-city pupils and cautioned against stifling creativity and self-expression. Mr. Thomas read from his poem A Dialogue with Society Addressed to White America. Mrs. Burrows recited Langston Hughes' Let America Be America Again.
____	Apr 24	EXPRESSIONAL WRITING A fifth grade class discussed problems of modernizing their school as preparation for an exercise in expressional writing. Next, high school juniors and seniors discussed the writings of Negro authors, from which they had chosen research paper themes.
____	May 1	LITERATURE OF PROTEST The Autobiography of Malcolm X was discussed by a group of JHS students. Dr. Maxine Greene of Teachers College compared the literature of protest in the '30's with that of today. A text-book editor and former teacher discussed her use of role playing and role reversals with students of different ethnic backgrounds.

Best/ Poor-est Date — Topic and Description — 4d (Contd.)

____May 15 AFRICA LITERATURE
JHS students from Manhattan discussed their interpretation of African literature, particularly proverbs, and insights gained about African culture and the universality of emotions. The panel presented a brief history of African literature relating themes to those familiar in European and American literature.

____May 22 CURRICULUM MATERIALS
A panel consisting of two editors, an educator from Bank Street College, a teacher, and members of the Human Relations Unit and the Bureau of English discussed the new English curriculum, difficulties encountered in attempting to use non-list books and the dearth of school materials on Puerto Rican history and culture. An excerpt from The Autobiography of Floyd Patterson was read.

____May 29 DRAMA AND ROLE-PLAYING
By portraying two interracial dating situations, a HS drama class demonstrated the uses of role-playing as a device for promoting good human relations. The implication was that racist attitudes among white and black students are a factor even in a racially integrated school.

____June 5 EARLY CHILDHOOD EDUCATION - The Use of the Picture Story Book
A kindergarten class sang a song in several languages. The teacher read a story in which a little boy responds to requests with "I don't care" until rescued from a lion's jaws. The discussion which followed concerned the teaching of the significance of differences and development of racial attitudes.

5. The format of the telecasts was varied. Most combined a demonstration lesson and a panel, a few had only a panel and one or two had only the lesson. Would you have preferred more demonstration lessons? ___Yes ___No
Did the panel discussions serve a useful purpose for your workshop group? ___Yes ___No

6. Did you preview the telecasts at noon on Tuesdays?
___ Yes, frequently (six or more telecasts)
___ Yes, but infrequently (fewer than six telecasts)
___ No, never

WORKSHOP ACTIVITIES:

7. Did your group make any trips instead of meeting for the telecast and discussion? ___Yes ___No

____May 22 CURRICULUM MATERIALS
A panel consisting of two editors, an educator from Bank Street College, a teacher, and members of the Human Relations Unit and the Bureau of English discussed the new English curriculum, difficulties encountered in attempting to use non-list books and the dearth of school materials on Puerto Rican history and culture. An excerpt from The Autobiography of Floyd Patterson was read.

____May 29 DRAMA AND ROLE-PLAYING
By portraying two interracial dating situations, a HS drama class demonstrated the uses of role-playing as a device for promoting good human relations. The implication was that racist attitudes among white and black students are a factor even in a racially integrated school.

____June 5 EARLY CHILDHOOD EDUCATION - The Use of the Picture Story Book
A kindergarten class sang a song in several languages. The teacher read a story in which a little boy responds to requests with "I don't care" until rescued from a lion's jaws. The discussion which followed concerned the teaching of the significance of differences and development of racial attitudes.

5. The format of the telecasts was varied. Most combined a demonstration lesson and a panel, a few had only a panel and one or two had only the lesson. Would you have preferred more demonstration lessons? ___Yes ___No
Did the panel discussions serve a useful purpose for your workshop group? ___Yes ___No

6. Did you preview the telecasts at noon on Tuesdays?
___ Yes, frequently (six or more telecasts)
___ Yes, but infrequently (fewer than six telecasts)
___ No, never

WORKSHOP ACTIVITIES:

7. Did your group make any trips instead of meeting for the telecast and discussion? ___Yes ___No
If yes, please describe.

8. Did you have guest speakers or panelists? ___Yes ___No
If yes, please describe who they were (with name and organizational affiliation, if any), what they discussed, how valuable you and your group considered their contribution, and whether you would recommend them for other workshop groups in the future.

9. Describe the manner in which your workshop group spent a "typical" hour (4:00 to 5:00) immediately following the telecast.

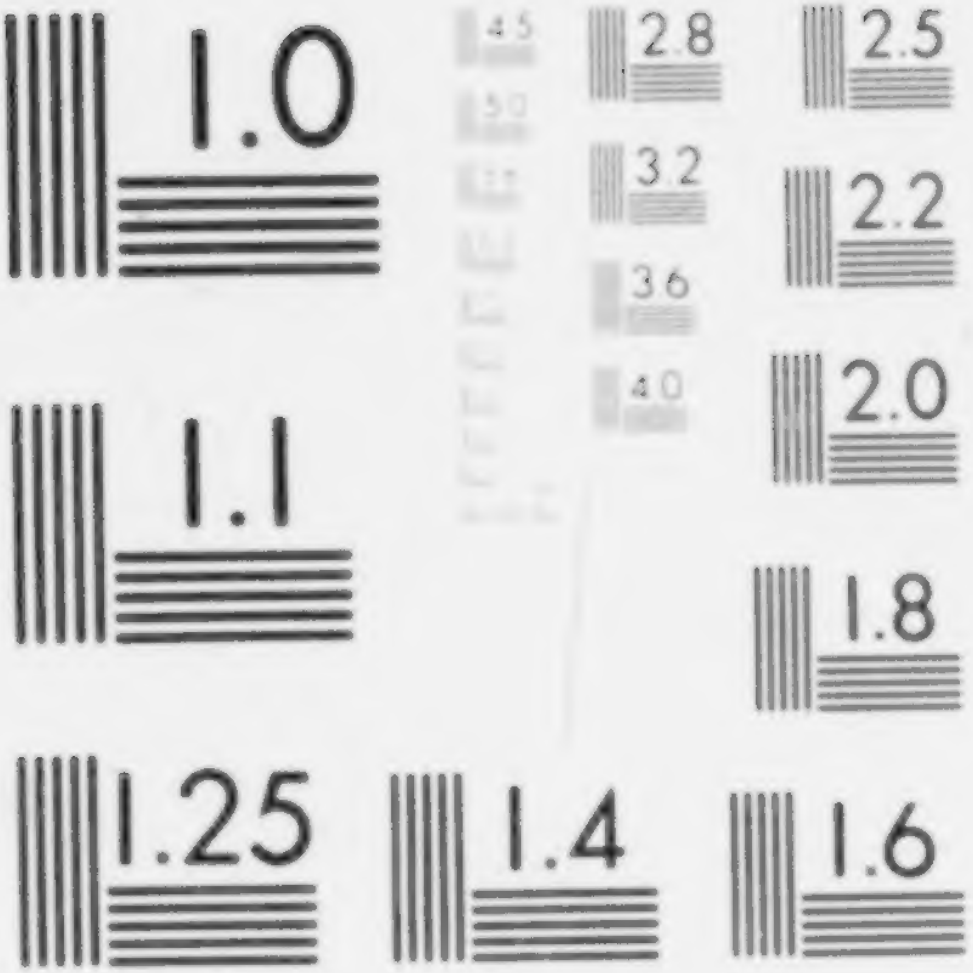
MISCELLANEOUS:

10. Would you like to teach this or a similar human relations course again in the future?

11. What topics or areas were <u>not</u> covered in this course which you feel should have been?

12. Please make any suggestions you have for telecasts or speakers, as panelists or teachers of demonstration lessons, for future use.

13. Overall evaluation of the course
Excellent___ Good___ Fair___ Poor___



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

APPENDIX F

Biographical Information on Instructors of
"Curriculum Materials for Intergroup Relations: Language Arts"

Percentage Distribution of Responses from 137 Instructors
(123* instructors and 14 co-instructors)

	LOCATION OF WORKSHIP					
	Manhattan (N=23)	Bronx (N=25)	Brooklyn (N=50)	Queens (N=35)	Richmond (N=4)	Total (N=137)
A. Most Recent License Type						
Early Childhood or Common Branches	43%	36%	30%	28%	75%	34%
English	13	12	24	28	-	20
Social Studies	13	12	16	11	-	13
Assistant Principal	9	16	14	6	25	12
Guidance	9	4	2	6	-	4
Principal	-	4	2	9	-	4
Library	4	4	4	3	-	4
CRMD	-	-	4	3	-	2
Other	9	12	4	6	-	7
Total	100%	100%	100%	100%	100%	100%
Level						
Elementary	69%	56%	38%	40%	100%	50%
Junior High School	9	24	36	26	-	25
Senior High School	22	20	26	34	-	25
Total	100%	100%	100%	100%	100%	100%
B. Present Assignment						
Same as most recent license	44%	60%	74%	66%	-	62%
School Community Coordinator**	26	20	22	20	50	23
Other	30	20	4	14	50	15
Total	100%	100%	100%	100%	100%	100%

*Excludes information for 10 instructors: one of a Manhattan workshop and three each in the Bronx, Brooklyn and Queens.

**School Community Coordinator, Human Relations Assistant or Coordinator, Community Relations Assistant or Coordinator.

APPENDIX F (continued)

	LOCATION OF WORKSHOP					
	Manhattan (N=23)	Bronx (N=25)	Brooklyn (N=50)	Queens (N=35)	Richmond (N=4)	Total (N=137)
C. Licenses Held in Other Subjects						
None	66%	52%	64%	66%	75%	63%
Common Branches	17	16	16	20	25	18
English	-	4	12	8	-	7
Other	17	28	8	6	-	12
Total	100%	100%	100%	100%	100%	100%
D. Highest Degree Completed						
Baccalaureate degree only	17%	36%	40%	17%	50%	30%
Master's degree	83	56	56	80	50	66
Doctorate	-	8	4	3	-	4
Total	100%	100%	100%	100%	100%	100%
E. Previous In-Service Teaching Experience	57%	64%	36%	71%	100%	55%

APPENDIX G

Reactions of Teachers Who Participated in Classroom Visits
(Replies from 7 of 12 participating teachers - 58%)

1. Did you spend time and effort in excess of the usual in preparing the lessons for which you were visited?

	No.	Per Cent
Yes	5	71
No	2	29
Total	7	100

Comments

"Yes, I did because of the need to find new ways of teaching regular curriculum, in order to make it human relations oriented."

"Yes. My class (half bussed pupils) averaged 3 years below language arts average. I had to work hard for daily lessons and extra hard for observation."

"Yes and no. My human relations lessons are usually attuned to the needs of my particular class. My biggest problem was to keep from timing it just for a visitor."

2. Were these "special" lessons, i.e., ones which you would ordinarily not teach?

	No.	Per Cent
Yes	2	29
No	5	71
Total	7	100

Comments

"No, mine was a mixed class which had actually expressed a need for such lessons in many ways. One Negro girl had brought up the fact that Negro history is not taught in the schools."

"No, I had an integrated class with Puerto Rican, Negro and White hostilities. These lessons would have to be taught."

"Yes and no. All of the lessons I taught I have taught before in one form or another in my former school — a special service school. I probably would not have used poetry written in southern dialect with my present class at this time but I'm glad I did!!!"

3. Would you be willing to participate in this type of project again?

	No.	Per Cent
Yes	6	86
No	1	14
Total	7	100

Additional Comments

"I found it most stimulating, provocative and creative."

"I don't know if it can be taught, but it seems to me that we are past the point of reticence in the classroom. Children, need full sessions in the race relations area almost as therapy, because America is actually sick with racism. Unfortunately many (maybe most) teachers, black and white are timid and/or unable to handle controversy or broach anything other than approved middle class comment and hackneyed platitudes. Of course we teachers are products, and usually the most standard products, of this school system."

"I would like to know more about the tool for evaluation used in these sessions."

"The children's reaction to a writing letters of protest lesson were completely unexpected and disastrous! However, we grew in awareness of the need for better human relations. This shows in the children's selection and evaluation of books, their speech and their writing."

APPENDIX H

Teachers Evaluation of "Curriculum Materials for Intergroup Relations: Language Arts"

(Replies from 125 of 370 teachers - 34%)

Present Teaching Assignment	No.	Per Cent
Prekindergarten, Kindergarten	7	6
Elementary	68	54
Junior high school-English only	3	2
Junior high school-all other	16	13
Senior high school-English only	12	10
Senior high school-all other	18	14
Omitted	1	1
Total	125	100

COURSE OBJECTIVES

1. The main objectives of the course were to:

   A. Analyze language arts materials to acquaint teachers with the poetry, drama, and literature written by and about ethnic and minority groups.

   B. Explore ways in which such materials can be used to promote better intergroup understanding and relationships.

   C. Demonstrate techniques for presenting such materials to students.

   Now that you have completed the course, which of its main objectives do you think were realized?

	No.	Per Cent
A only	22	18
A and B	10	8
A and C	4	3
A, B and C	16	13
B only	49	39
B and C	2	1
C only	10	8
None	7	6
Omitted	5	4
Total	125	100

TELECASTS

2a. Did you view at least seven of the telecasts?

	No.	Per Cent
Yes	114	91
No	10	8
Omitted	1	1
Total	125	100

Note: 2b, 2c, 2d, and 3 were answered by respondents who viewed at least 7 telecasts.

2b. Please give your opinion of the reception.

Picture	No.	Per Cent	Sound	No.	Per Cent
Good	26	23	Good	23	20
Fair	46	40	Fair	52	46
Poor	40	35	Poor	36	31
Omitted	2	2	Omitted	3	3
Total	114	100	Total	114	100

2c. The telecasts were intended to serve as a springboard for the discussions. In your opinion, was this purpose fulfilled?

	No.	Per Cent
Yes, to a great extent	38	33
Yes, to some extent	68	60
No, not at all	5	4
Omitted	3	3
Total	114	100

2d. Listed below are the descriptions of telecasts. For those viewed, please write the letter "B" next to the 2 telecasts which you considered best in overall quality. Then write the letter "P" next to the 2 telecasts which you felt were of the poorest quality.

Titles of Telecast	Rating Best No.	Best Per Cent	Poorest No.	Poorest Per Cent
Poetry	41	18	3	1
English as a Second Language	31	14	10	5
Short Story	6	2	11	5
Stereotypes in Literature	10	4	21	9
Critical Listening	31	14	12	5
Semantics and Human Relations	10	4	18	8
Nonstandard Dialect	4	2	14	6
Creative Writing	11	5	12	5
Expressional Writing	9	4	26	11
Literature of Protest	11	5	11	5
African literature	5	2	10	5
Curriculum Materials	5	2	18	8
Drama and Role-Playing	18	8	6	3
Early Childhood Education	2	1	1	0
Rating Omitted	34	15	55	24
Total*	228	100	228	100

*Each respondent rated 2 telecasts best and 2 poorest (Total 114 x 2 = 228)

3. The format of the telecasts was varied. Most combined a demonstration lesson and a panel, a few had only a panel and one or two had only the lesson. Would you have preferred more demonstration lessons?

	No.	Per Cent
Yes	71	62
No	25	22
Omitted	18	16
Total	114	100

Did the panel discussions serve a useful purpose for your workshop group?

	No.	Per Cent
Yes	62	54
No	31	27
Omitted	21	19
Total	114	100

Comments about telecast panels and demonstration lessons

(Number of teachers responding is less than ten per cent unless otherwise noted.)

Favorable Comments About Lessons

Practical, applicable to classroom teaching; stimulated discussion and thought-provoking questions; interesting, realistic.

Unfavorable Comments About Lessons

Demonstration lessons did not seem real, children were too carefully selected (15 comments);

content not appropriate for all levels and subject areas, of little interest to math teachers, separate curriculum into elementary and secondary;

lessons were too limited in application, would have preferred more method;

race relations content was too meager;

not worthwhile for experienced teachers;

excessive repetition by demonstration teachers.

Favorable Comments About Panels

Good in that one heard different viewpoints;

served a useful purpose (unspecified);

helped clarify main objectives of the lessons;

stimulated discussion of our own;

commendation for certain panelists (profound, learned, e.g., Piri Thomas, Vinie Burrows, Rachel Lauer);

gave ideas I could use in everyday classroom;

provided insight into problems regarding human relations in public schools.

Unfavorable Comments About Panels

Insufficient exploration of ideas, superficial, too little controversy, few new insights, little stimulation;

not relevant to classroom situation, too theoretical, detached from reality;

criticisms of particular panelists, and/or moderator: "not really qualified to make teaching suggestions," "panelists with criminal records were distasteful," "moderator's comments were often inane",

discussions were sounding board for prejudiced ideas, created animosity where none existed;

miscellaneous comments.

MISCELLANEOUS

4. Were you required to complete an assignment for the course?

	No.	Per Cent
Yes	113	91
No	9	7
Omitted	3	2
Total	125	100

Type of Assignment Completed for the Course	Assignments Completed Number	Per Cent
Lessor plan(s) or application to classroom situation	39	32
Book report or critical book review	38	31
Read a book or articles	10	8
Critique or course evaluation	8	6
Term paper, research report	8	6
Oral report, oral book report	7	6
Bibliography	4	3
Previewed and/or reviewed	4	3
Miscellaneous	6	5
Total	124	100

5. Did you read any books specifically in connection with this course?

	No.	Per Cent
Yes	85	68
No	33	26
Omitted	7	6
Total	125	100

Most Frequently Read Books:	Number of Teachers Who Read Book
Brown, Manchild in the Promised Land	15
Kozol, Death at an Early Age	9
Clark, Dark Ghetto	8
Autobiography of Malcolm X	8

6. Answer the following question only if you are a classroom teacher. Which of the following statements best describes your position with respect to the curriculum materials (textbooks, records, reference books, etc.) metnioned in connection with this course?

	No.	Per Cent
I have used many of these materials in the classroom.	10	8
I have used a few of these materials in the classroom.	56	45
I have not used these materials but intend to do so.	20	16
I have not used these materials, and it is unlikely that I shall.	20	16
Omitted	19	15
Total	125	100

7. Overall evaluation of the course

	No.	Per Cent
Excellent	6	5
Good	56	45
Fair	42	33
Poor	15	12
Omitted	6	5
	125	100

APPENDIX I

Instructors Evaluation of "Curriculum Materials for Intergroup Relations: Language Arts"

(Replies from 90 of 133 instructors - 68%)

1. Do you feel you would have been a more effective workshop leader if you had had specific training sessions or additional prepared materials?

	No.	Per Cent
Yes	44	49
No	40	44
Omitted	6	7
Total	90	100

Explanations and Comments by Instructors Who Answered "Yes"*

Greater familiarity with materials, literature, references (10 comments)
Techniques to aid in conducting workshop: How to deal with teacher hostility, concepts to be stressed, effecting attitude change, etc.
Clearer statement of course requirements, aims and objectives at beginning of the course
Additional materials and/or training specifically for inexperienced workshop instructors
All materials available at the beginning of the course

Explanations and Comments by Instructors Who Answered "No"*

Specific training sessions or additional prepared materials unnecessary:
Made use of own experience or previous relevant training (14 comments)
Prepared materials were adequate (11 comments)
Opportunity to preview telecasts
Orientation session sufficient
Workshop discussion group well motivated

2. The Human Relations Unit prepared a worksheet containing descriptions of telecasts and questions to accompany each week's telecast. Did you receive the weekly worksheet?

	No.	Per Cent
Yes, material usually arrived prior to each week's class	81	90
Yes, but material usually arrived late, after class or too close to be reproduced or used for class	5	6
No, material usually did not arrive at all	4	4
Total	90	100

*The number of instructors who made each comment was ten per cent or less unless otherwise noted.

3. Please check the categories below to indicate the use which you made of the questions prepared for each telecast by the Human Relations Unit.

Use Made of Questions	No.	Percentage of Total Respondents
None	3	2
Reproduced and distributed to teachers		
each week	46	35
occasionally	17	13
Used as a basis for discussion		
every question	3	2
selected questions	81	61
Discussed by workshop		
as a group	58	44
subdivided into smaller groups	42	32
Used as basis for assignment	29	22

4a. Did you view at least seven of the telecasts?

	No.	Per Cent
Yes	84	93
No	6	7
Total	90	100

Note: 4b, 4c, 4d, 5 and 6 were answered by respondents who viewed at least 7 telecasts.

4b. Please give your opinion of the reception.

Picture	No.	Per Cent	Sound	No.	Per Cent
Good	27	32	Good	34	40
Fair	34	41	Fair	35	42
Poor	23	27	Poor	15	18
Total	84	100	Total	84	100

4c. The telecasts were intended to serve as a springboard for the discussions. In your opinion, was this purpose fulfilled?

	No	Per Cent
Yes, to a great extent	46	55
Yes, to some extent	37	44
No, not at all	0	-
Omitted	1	1
Total	84	100

4d. Listed below are the descriptions of telecasts. For those viewed, please write the letter "B" next to the 2 telecasts which you considered best in overall quality. Then write the letter "P" next to the 2 telecasts which you felt were of the poorest quality.

Titles of Telecast	Rating: Best No.	Best Per Cent	Poorest No.	Poorest Per Cent
Poetry	30	18	0	-
English as a Second Language	8	5	6	4
Short Story	6	4	6	4
Stereotypes in Literature	11	6	12	7
Critical Listening	18	11	14	8
Semantics and Human Relations	16	9	8	5
Nonstandard Dialect	4	2	16	9
Creative Writing	17	10	9	5
Expressional Writing	6	4	14	8
Literature of Protest	4	2	7	4
African literature	6	4	5	3
Curriculum Materials	0	-	23	14
Drama and Role-Playing	23	14	3	2
Early Childhood Education	1	-	0	-
Rating Omitted	18	11	45	27
Total*	168	100	168	100

*Each respondent rated 2 telecasts best and 2 poorest (Total 84 x 2 = 168)

5. The format of the telecasts was varied. Most combined a demonstration lesson and a panel, a few had only a panel and one or two had only the lesson. Would you have preferred more demonstration lessons?

	No.	Per Cent
Yes	52	62
No	19	23
Omitted	13	15
Total	84	100

Did the panel discussions serve a useful purpose for your workshop group?

	No.	Per Cent
Yes	58	69
No	16	19
Omitted	10	12
Total	84	100

6. Did you review the telecasts at noon on Tuesdays?

	No.	Per Cent
Yes, frequently (six or more telecasts)	25	30
Yes, but infrequently (fewer than six telecasts)	26	31
No, never	32	38
Omitted	1	1
Total	84	100

WORKSHOP ACTIVITIES:

7. Did your group make any trips instead of meeting for the telecast and discussion?

	No.	Per Cent
Yes	17	19
No	72	80
Omitted	1	1
Total	90	100

8. Did you have guest speakers or panelists?

	No.	Per Cent
Yes	31	35
No	58	64
Omitted	1	1
Total	90	100

9. Activites During a "Typical" Hour Following the Telecast

Activity	Number of Instructors Reporting (Multiple Coding)
Discussion, evaluation of or reaction to telecast	63
Discussion or review of some or all questions	46
Small group discussions (usually followed by report to class & discussion)	29
Discussion of current problems and events related to human relations	27
Demonstration lesson or comparable classroom application	16

9. Activities During a "Typical" Hour Following the Telecast (Continued)

Activity	Number of Instructors Reporting (Multiple Coding)
Reports by individual teachers on books, projects and assignments	15
Reports or presentation by committee or panel	10
Discussion of teachers' personal experience or reactions	9
Role-playing	4
Miscellaneous activities (e.g. guest speaker, reading of minutes of previous session, discussion based on audio-visual aids)	9

10. Would you like to teach this or a similar human relations course again in the future?

	No.	Per Cent
Yes	77	86
No	9	10
Omitted	4	4
Total	90	100

13. Overall evaluation of the course

	No.	Per Cent
Excellent	26	29
Good	51	57
Fair	11	12
poor	0	-
Answer Omitted	2	2
Total	90	100